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ABSTRACT

This study discusses innovation in the inservice education and training of teachers (INSET) in Sweden. Section I presents some information regarding background and the present situation of INSET in Sweden. Section II examines five case studies. These are: coordination of INSET and policy-oriented educational research and development; study days with locally determined content-The Study Day Project; study days with centrally determined content; the evaluation of INSET projects; and the Plan for the Training of School Management Project. Conclusions outlined in Section III recommend that INSET must not be confined to teachers. The Swedish INSET system also includes short courses for school doctors, school nurses, and other nonteaching school personnel. INSET rests on professional and political considerations: individual teachers and teacher associations have responsibility for the professional requirements; while a broader educational policy is determined by a hierarchy of political bodies. Thus the organization of INSET activities is determined by the degree of policy orientation which characterizes the development of the school system. INSET is necessary to teachers and other personnel groups active in schools in order for them to continuously improve their activities and to adjust their activities to new and changing circumstances. A reference list is included in the appendix. (SK)

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INNOVATION IN IN-SERVICE EDUCATION AND TRAINING OF TEACHERS

SWEDEN

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CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI)

INNOVATION IN IN-SERVICE EDUCATION AND TRAINING OF TEACHERS

- SWEDEN -

by

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SECTION I

BACKGROUND AND PRESENT SITUATION

1. INTRODUCTION

The term in-service education and training (INSET) is used here as a summary designation for all kinds of training undergone by a teacher after the acquisition of a teaching diploma and with a view to developing and improving himself or herself as a teacher. INSET can be designed to make a teacher "better" at the task he is already performing, but it can also be designed to fit him for another, "higher" teaching appointment. It can be conducted parallel to or as part of the work of teaching, but it can also be conducted quite independently of such work during a period of sabbatical leave. It is one of the means of dissemination of results from educational research and development.

It is obvious by now that, whenever it is conducted and in whatever manner, INSET cannot be viewed as an isolated phenomenon. It has to be related to the teacher's basic training and to his daily work. It is also obvious that INSET must be tailored to student requirements and to the educational goals laid down for schools. This in turn means that INSET is influenced by social and economic changes in the community at large. INSET can be initiated by the individual teacher, but it can also be recommended to or required of him by local or central school authorities. It can refer to tasks in which the teacher feels weak or inadequate, but it can also be chosen to keep the teacher in perfect trim within a specialized sector.

Thus INSET can be discussed from a variety of angles. Some of these angles will be considered here with reference to conditions in Sweden. In doing so we should bear in mind that INSET in Sweden has been profoundly influenced by the comprehensive school reform of the past twenty-five years. Practically nothing of the so-called traditional school remains in Sweden today. Primary school and secondary school have been completely transformed. Compulsory schooling has been prolonged. Pupils do not hive off into different courses of study until they are 16 and most of them (over 80 per cent) stay on at upper secondary school until they are 18. This school accommodates academic, vocational and technical training within the same school organization. About 35 per cent of each year group go on to university and other forms of higher education.

This external structural change has in many respects transformed the working conditions of teachers (cf. S. Marklund and B. Grän, 1974). Various kinds of INSET have supplemented these reforms. INSET has been both a precondition and a consequence of the reform process.

2. RETROSPECTS

2.1 Earlier INSET training ideology

In the traditional school, comprising a primary school for the great majority of pupils and a secondary school for a selected few, there was little need of any further training for teachers. Changes in the school system were unusual and limited. For the most part it was the teachers themselves who determined their work, their goals and the methods and means whereby they worked. Teacher education was based on the idea of definitive training: once this training had been completed the new teacher would be equipped with a fund of knowledge to last him a lifetime.

This early view of teacher education afforded neither time nor place for any systematic INSET. The need for such training has been accentuated by the many rapid and sweeping changes that have occurred in schools and, consequently, in the work of teachers, in recent years. The idea of the definitively trained teacher is now an anachronism, but the question remains as to what extent the logical conclusion has been drawn from this change. Have we achieved a new and better teacher training basis? And on what experience is the new ideology itself based?

2.2 The period of reform, 1950 - 1970

The thoroughgoing reform of the Swedish educational system, briefly described above, was politically initiated. In most respects it enjoyed the support of teachers and principals of schools. One important exception was that the secondary academic teachers wanted to differentiate pupils between different courses of studies as early as the age of 13 instead of the age of 16 as decided politically. An experimental period, lasting from 1950 - 1962, was organized for the compulsory school, which

comprises 6 primary years and 3 secondary years. The experiments were expanded year by year, until by the end of the period they involved half the nation. It was during this period that the foundations were laid for a new system of INSET. The teachers in each new experimental area were introduced to the new system by means of further training courses, teachers' days and teacher conferences of various kinds. Consultants appointed at regional and central level travelled round to the experimental schools to start local courses and local planning. Special courses were arranged for head teachers in new experimental schools.

The work done during the twelve experimental years was evaluated by teacher associations, teacher trainers, school authorities and school policy-makers. Out of the many realizations that were made, mention should be made here of four, viz: (1) that teacher education was in need of reform and of adjustment to the new school organization, (2) that both new and established teachers needed continuous further training for the analysis and further development of the goals and methods of teaching, (3) that teachers and students needed new and more efficacious teaching materials for their work and (4) that there was a need for a continuous research and development activity in school matters to get new and improved knowledge about education. These four questions were closely interconnected. Let us see what the awareness of them gave rise to.

2.3 Changes in initial and post-initial teacher education

During the 1950s and 1960s several steps were taken to introduce and reinforce INSET. The number of further training courses rose steadily especially after 1962, when the Swedish parliament, the Riksdag, resolved on the nationwide introduction of a compulsory nine-year school and in favour of the teachers in this school being enabled to devote several school days each year to further training at local or regional level. Increased state grants were provided for special further training courses during holidays, evenings and weekends.

Until 1968, however, this INSET had to be based entirely on the earlier system of initial teacher education, whereby primary and secondary school teachers were educated quite separately.

English was made compulsory for all students in the new school. The initial education of primary school teachers did not qualify them to teach English. During the 1950s and 1960s great efforts were made to provide the training which would enable them to acquire the necessary qualifications, and practically all primary school teachers are now qualified to teach English. This qualification has been incorporated in their initial training since 1968. In a special project, called JET (Junior English Teaching, see paragraph 6.3 below), some 10.000 primary teachers in grades 1 - 3 during 1969 - 1973 achieved their teaching qualification through a system of study days, individual studies, radio- and TV-programmes and correspondence courses.

There was a serious shortage of teachers during the 1950s and 1960s, particularly at lower secondary level. To a great extent this shortage was remedied by primary school teachers undergoing additional training to qualify as secondary school teachers. As a result of special further training courses both within the universities and outside, some 5.000 class teachers attended one-year courses of the open university type between 1955 and 1965 in order to qualify as subject teachers.

Since the end of the 1940s it has also been possible for class teachers to qualify as remedial teachers at both primary and secondary level. Since 1969 this training has involved some 1.200 teachers per annum. Courses last at least one and not more than two years.

Following a resolution by the Riksdag in 1964, a multistage process of reform began at upper secondary level. Sweeping alterations were made to upper secondary school subjects, with the result that upper secondary teachers had to teach sectors of subjects in which they had received no training. A great deal of supplementary training became necessary, above all in the natural and social sciences. To quote one example, civics teachers had to take over the teaching of economic geography and sociology. As a rule their previous training was confined to political science and economics, so that supplementary training was needed. Many upper secondary school teachers attended supplementary training courses. Special correspondence courses were compiled and distributed by central school authorities.

Since 1968 class teachers and secondary academic teachers have been trained at the same type of institute, known as School of education. There are fifteen Schools of education in Sweden now. Six of them are so-called Big schools of education. These six Schools of education also have regional INSET institutes and educational research departments. Since 1972 preschool teachers and teachers of technical and vocational subjects have also been trained at these schools of education.

INSET matters have become simplified now that all teacher categories are trained at post-secondary level. In this way the different categories have been brought closer together. Consequently the question of INSET with a view to changing from a lower to a higher school level does not arise to the same extent nowadays. INSET can therefore be concentrated more on improving and developing the teacher at the level where he is already active.

Since 1962, when the first regional institutes for INSET were set up, teacher education comprises two parts, viz initial and post-initial training. Both Government and Riksdag and, on the other hand, teacher associations and teacher education establishments have accepted this approach, which has led to new forms of planning and co-ordination regarding initial and post-initial training.

3. THE PRESENT SITUATION

3.1 The Rolling Reform

The school reforms of the 1950s and 1960s were merely the introduction to a new mode of work and function in the context of schools and education. The school system is in need of constant renewal. The maxim here is that of a "rolling reform". Efforts are being made to incorporate mechanisms of development and self-renewal within the structure of schools and education. These mechanisms are of two principal kinds: 1) educational research and development, and 2) teacher education, comprising both initial and post-initial education.

As has already been observed, measures in both these sectors are closely co-ordinated. Sometimes they fully coincide. Here we shall endeavour to concentrate on INSET, at the risk of a one-sided, incomplete description. We shall also disregard the type of INSET aimed at careers in new work sectors, concentrating for the most part on the further development of the teacher in his professional function.

3.2 Formal and real basis of INSET

INSET has acquired a sound legal footing in the Education Act of 1962 and various other statutes and regulations. Both the curriculum and the rules concerning the appointment and tasks of teachers make it the duty of the individual teacher to keep abreast of new developments concerning his work. The teacher has to attend regular class conferences and subject conferences. The same applies to headteachers and headmasters, who according to the school laws are expressly enjoined to "promote the further training of the teachers and to guide inexperienced teachers". Under the 1962 Education Act the municipalities, i.e. the local education authorities, are to "promote educational experiments and the further education of teachers".

The rules provide that teachers engaged in initial teacher education are also to help with post-initial training. Lecturers in method and educational psychology are also obliged to take part in educational research and development.

Sweden is administratively divided into 24 counties. In each one of these there is a County School Board of Education. One of the main tasks of the 24 county boards of education is to assume direct responsibility for the post-initial education of teachers. Further training and educational development are planned and co-ordinated at central level by the National Board of Education, which is immediately subordinate to the Government. Rules also exist to guarantee the participation of parents, teachers and students.

Of course, mere rules are not enough. Rules and regulations have to be translated into action and this requires combined and co-ordinated efforts at different levels. But the experience of INSET gained in Sweden since the beginning of the 1950s shows quite plainly that rules and regulations are needed. Nor is post-initial education at grassroots enough. There must be a collective, overall policy to which local measures can be related.

3.3 Administration and personnel

Central state authority for the continued teacher training is the National Board of Education (NBE), which has a special bureau for INSET. The country is divided into six regions, 24 counties and 278 municipalities.

Each region has a Continued Teacher Training Department (CTTD) at a School of Education. Each CTTD has a Director and an Assistant Director to administer the training activities in the region.

Each one of the 24 counties has a County Board of Education (CBE). The board's responsibilities for continued teacher training stays with a Director and a number of Continued Training Consultants. These consultants altogether 250 in the country, work half time as teachers and half time as consultants, their task being planning of training projects and advisory contacts with headmasters, headteachers and other teachers. Most consultants are formally employed by CBE, though some of them are employed by the regional CTTD.

Other personnel at the six CTTD are 14 Language Assistants and six half-time Educational Technologists (The administrative structure and the personnel are further described in Appendices 1 and 2).

3.4 Forms of INSET

3.4.1 Study days

Study days are a form of compulsory INSET for all teachers in primary and secondary schools (secondary vocational as well as secondary academic). Study days have existed in most of these schools for half a century. The local education authority (LEA) could cancel the lessons for the pupils up to three days per year. The pupils stayed at home and the teachers met in groups to study and plan their curriculum. During the 1950s most schools extended the number of study days to five. Since 1960 all schools and teachers can use one week of forty/hours during the school year for compulsory INSET of this type. Most schools and teachers also use this possibility. The decision to cancel the teaching, thus enabling the teachers to take part in a study day, lies with LEA. For teachers with non-frequent subjects many LEAs often co-operate in organizing study days, usually assisted by the County School Board and its INSET consultants.

Studies during the study day mostly proceed in the form of study circles or discussion groups on the basis of special study material, especially prepared for the purpose. There may be experts from outside present. Study days may be used for educational visits and the attending of demonstration lessons.

It is up to the single LEA to decide upon the content of the study days, which usually means that the teachers make their own programme. It is very common, though, that the LEAs use centrally recommended programmes to introduce new curricula or new structures. In terms of content the study days thus are of two kinds: study days with locally determined content and study days with centrally determined content. Even for the second kind it is very much the teachers who make the detailed planning. Both kinds of study days will be described more explicitly in chapters 5 and 6.

3.4.2 Courses

Courses are another form of INSET. They are non-compulsory. Most of them are organized during the summer. Responsible for the courses are usually

the six regional INSET institutes, the CTTD. The course programme for the summer 1975 contained 202 courses. They varied in length from 3 days to 4 full weeks, most courses lasting for one week. The main part of this programme has five types of courses.

(1) Direct courses (aiming at satisfying directly certain needs of INSET in school subjects).

(2) Study leaders courses (preparation courses for the training of head teachers and others who will later be local leaders of continued teacher training).

(3) Pilot courses (parts of the planning of certain continued training projects; also contributing to the production of certain study material for local studies).

(4) Most of the above mentioned courses are arranged during the vacations. In addition to vacation courses there is a large number of courses being arranged during the school term in the late afternoons or in the evenings.

(5) For headmasters and directors of studies special courses are being arranged, the rule being that every appointed headmaster during the first year after his appointment takes part in a basic training course for headmasters to which, in addition, there is arranged within a year a continuation course. New programmes of INSET for school principals are now developed.

Teachers can apply for to other types of courses, organized by associations outside of the formal school structure, for instance the Nordic Association, the Association for Traffic Security, the Bank Association, Sport organizations and others. These organizations, as well as the teacher unions, co-operate in this enterprise with NBE and the boards in the counties and the municipalities. The 1975 summer programme for these organizations had 70 courses, mostly 5 - 15 days long.

The courses are voluntary and free of costs. The participants are paid for their travelling and living during the course.

3.4.3 Continued Training Consultants

The activities of the 250 Continued Training Consultants at the 24 County School Boards consist of

(a) partaking in the planning of INSET projects and the production of study material for this training

(b) advisory contact work in the schools during study days and various conferences.

The consultants are being trained basically in two-week courses and later continuously by means of regular information conferences twice every year. One of these information conferences lasts for four days and the other for two days. During the four-day conference two days are devoted to analysis of the needs of continued training, and two days are devoted to seminars. The heads of department at the teacher training institutes also take part in this conference, which is organized on a national scale, all teacher trainers in a certain subject or group of subjects participating in the same conference. The two-day conference is normally organized regionally and is intended for all teacher trainers within the specific region.

3.4.4 Other forms of INSET

Teachers in vocational education at the integrated upper secondary school can undergo vocational practice for a certain period, generally about a month, without loss of salary and with travel and subsistence allowances.

Travel grants are applied for individually, primarily for purposes of foreign travel. Most grants are awarded to language teachers.

Special sets of literature are being composed to cover various needs of INSET often in combination with correspondence studies. In certain cases such study courses are being regarded as a compulsory preparation for taking part in some other course.

All teachers who are permanently appointed can get a study leave of maximum 360 days during every five year period of his service. During this study leave the teacher keeps three quarters of his regular salary.

It is the local or regional school board, that approves this study leave. The teacher is usually supposed to study at a university or a corresponding type of institute and in subjects he is supposed to teach in school. This possibility for further voluntary training has been of great importance, especially for primary teachers to qualify for secondary teaching. It was especially important during the experimental and implementation phases of the comprehensive school reform.

3.4.5 Categorization of INSET

The National Board of Education has appointed a working committee on the goals, content and organization of INSET (Swedish abbrevation: SMIOF). The report of this committee was published in 1974 (Skolöverstyrelsen, 1974).

The working committee distinguishes between three types of training: basic training, in-service training and further training.

SMIOF gives the following definition of in-service training:

"INSET within the education sector is the recurrent, supplementary vocational training undergone on the basis of previous basic vocational training and aimed at the maintenance or supplementation of the knowledge and skill needed by the individual for the exercise of his present appointment, or at equipping him with the knowledge and skill he will require in order to cope with organizational changes in that same appointment."

The committee emphasizes the essential importance of delimiting and clearly defining the implications of the term INSET. According to SMIOF, one should not speak in terms of INSET for a particular target group unless that target group has previously undergone a specific course of basic training. If the group lacks relevant basic training, the training measures organized on behalf of that group at a particular time should instead be termed basic training - or in some cases information only.

The working committee has also carried out a more detailed analysis of various methods for the categorization of INSET content. Three methods are described at greater length.

1. Division in accordance with the previous patterns applied to basic teacher training (the subject area principle).
   Categories: Subject Theory, Pedagogics, Methods, Practice.
2. Divison on the same grounds as in personnel training generally (the analytical area principle).
   Categories: Society's needs, The content of basic training, Evaluation, Personnel preferences, The needs of working life, Research and development.
3. Division on the basis of levels of activity (the sphere of activity principle).
   Categories: Content co-ordinated with basic training, Locally determined content, Centrally and regionally determined content, Content determined by educational reforms, Content determined by specific individual needs.

SMICF recommends the third of these categorization methods. With complete category designations and with indications of the INSET requirements most immediately attached by the working committee to the various categories, the classification matrix assumes the following appearance.

INSET 1: INSET whose content is co-ordinated with basic training. There are components of basic training which demand amplification via INSET after the teachers have acquired a certain measure of professional experience.

INSET 2: INSET of locally determined content.
Within the individual school or municipality, groups or individuals, whether they belong to the school management, the teaching staff or other personnel categories, observe INSET requirements which may often be peculiar to their school or school system.

INSET 3: INSET of centrally and regionally determined content.
Central and regional authorities are capable of the continuous surveillance of INSET requirements, e.g. in connection with their work on school evaluation, curricular development and research and development activities.

INSET 4: INSET whose content is determined by educational reforms or by thoroughgoing curricular revisions.
Reforms or changes of this kind often necessitate special INSET

INSET 5: INSET whose content is determined by specific individual needs.

The categorization is considered to provide the general perspective that is needed in questions of dimensioning and resource allocation.

3.5 Organization

3.5.1 Regions

For the purpose of INSET Sweden is divided into six regions, each region covering a number of counties. The regional division is illustrated in Appendix 1.

The counties within a given region collaborate in the exchange of consultants and in the planning of study days, thus making it possible to make use of the same expert team for a succession of study days within the region.

The CTTD in each one of the six regions helps to further this co-operation. Planning conferences attended by representatives from county school boards and teacher training establishments within the region are held at fairly frequent intervals. The activities of certain INSET consultants, namely those concerned with teaching in vocational education at the integrated upper secondary school and those concerned with orientation of studies and professional life, are planned entirely on the regional basis despite the fact that each of them is attached to a particular educational authority.

Apart from contributing to the regional co-operation it is the task of the six CTTD to provide for the basic and continued training of the INSET consultants. The six CTTD are responsible for the production of study material required for study days and other documentation needed in continued teacher training (see below). This production is based on lines laid down at an annual conference arranged for the consultants and certain other personnel, mainly heads of department, within teacher training establishments. It is also the task of the six CTTD to make suggestions for summer courses and to plan and conduct such courses and certain courses during the school year. The documenta-

tion mentioned above is used both in courses and during study days organized by county boards or local boards. Most courses (all the pilot courses but also many direct courses and study leader courses) are organized so that they result in certain documentation which can be further used in a wider sphere of continued training. The six CTTD also plan and supervise the language assistants' work.

An agreement has been concluded between the INSET Bureau of the National Board of Education and the six regional CTTD concerning a division of labour. It cannot be rational for all six institutes to be concerned with all kinds of INSET courses. The six institutes in Stockholm, Gothenburg, Malmö, Linköping, Uppsala and Umeå have therefore specialized in the subjects and teacher categories indicated below.

Stockholm. Technical subjects, Art, Manual instruction, Commercial subjects, INSET for school psychologists and other non-teaching school personnel.

Gothenburg. Science, Mathematics, Technical-vocational subjects, Special Instruction, Remedial Teaching.

Malmö. Pre-school teaching, Recreation Leaders, Science and Social Studies (primary), Swedish (primary), Technical subjects, Domestic Science.

Linköping. Swedish (secondary), Music, Adult Education, INSET for school management, INSET for AV personnel and other technical school staff.

Uppsala. Foreign Languages, Physical Education, Agriculture, Forestry, Horticulture, Nursing subjects.

Umeå. Social Sciences, Philosophy, Psychology, Counselling and Guidance.

Each institute will be responsible for courses throughout the country with reference to its subjects and personnel categories. In this way, activities are free from geographical restrictions. Within their sphere of responsibility, the individual institutes are also responsible for ensuring that study material for INSET activities is designed, produced and distributed. There has been an increasing tendency in recent years for reports on educational R&D to be transformed into more readable literature.

For each of the subjects of spheres of responsibility listed above, the INSET Bureau at the National Board of Education has a co-ordinating officer who is responsible for the co-ordination of different training measures. The Board publishes an annual list of INSET literature.

All six institutes maintain regionally limited activities, however, with respect to INSET support and assistance to individual schools and municipalities. Each of them is also responsible for the conduct of special INSET projects of major dimensions (see Section II). Similarly, all of the institutes are responsible for the INSET of teacher trainers at various teacher training institutions within the regions. Thus the institutes have a fixed sector and a free sector within which to operate. Even within their regulated courses for given subjects and teacher categories, the individual institutes have a great deal of latitude regarding the content and organization of courses.

Each County Board of Education plans and supervises the consultant work in the schools. (Other responsibilities of the county boards are school planning, inspection and appointment of teachers.)

Even if most of the study day activities are arranged by the local school authorities the county board plays its role by providing advice and co-ordination. A great deal of rationalization is often achieved through the co-ordination of continued training activities in different communities. The consultants employed by the county board often participate in study days organized by the local authorities. The county boards of education are also directly responsible for the organization of certain study days and for a considerable amount of course activities during the afternoons and evenings. During recent years the boards of education in several counties, acting in agreement with local educational authorities, have arranged courses for the training of group leaders for study days organized by the local authorities. Some of these courses last for a week in which case the local authorities arrange for supply teachers. The county boards are also in charge of certain types of continued training for headmasters and deputy headmasters.

3.6 Teacher Training = Initial Training + Continued Training

The idea that teacher training consists of a period of initial training before qualification and continued training thereafter is more or less universally accepted nowadays. This, however, does not imply a mere connecting up of further training in terms of content to the final stages of basic training since practising teachers have acquired very different basic training at different periods and besides have acquired a wide variety of pedagogical experience. It has nonetheless proved fruitful to co-ordinate the planning activities of the staff dealing with initial training and the staff dealing with continued training.

Thus the regular conferences of continued teacher training consultants are also, as mentioned above, attended by lecturers and teachers in the initial training.

As regards the continued training of teachers within vocational education, the six regional CTTD collaborate with bodies for various branches of industry and economy.

A considerable and increasing portion of the study material produced for the courses of continued training of teachers is also made use of in the initial training.

Thus the regular conferences of continued teacher training consultants are also, as mentioned above, attended by lecturers and teachers of the initial training.

The responsibilities of local educational authorities and education officers regarding continued teacher training are defined by law. The authorities themselves stand of course to benefit from helping to provide their teachers with the most up-to-date training possible. For this reason a number of larger municipalities have started their own local continued training institutions, some of them combined with local audio-visual centres or other centres for learning aids. Some of these local institutions are lead by special in-service training officers. Others are under the direct supervision of the local chief education officer. These municipal organizations can include local consultants representing separate subjects and levels and specially appointed working groups for compiling material of various kinds (literature lists, information of teaching aids and such like).

The total volume of municipal investment is difficult to assess, since at the same time as study days involve direct expenditure by the municipalities they can also be organized in such a way as to avoid expenditure on school meals and student transportation. It is fairly certain, however, that net municipal investment in the continued teacher training amounts to several million Sw.Cr. annually. (1 Sw.Cr. = 1 FF = £ 0.11 = $ 0.23).

The interest taken by the municipalities in this field shows no sign of diminishing. It is increasing, but due to hardening budget climate the municipalities are now eager to rationalize these activities as far as possible.

3.7 The planning of INSET

In order to satisfy as efficiently as possible the various and sometimes urgent needs of continued training that exist among all the categories of teachers and other school officers a very careful planning is necessary. For the last few years a system of certain routines has been adopted for this planning. It works as follows.

(1) Needs of INSET are continuously reported to NBE by various authorities, schools and individuals. For this the 250 in-service training consultants at the county boards make up an important source of information.

(2) The needs of training thus reported are sorted according to various categories of personnel and thereafter forwarded to the six regional CTTD.

(3) The six regional CTTD arrange conferences for consultants, teachers within the initial training and special experts who make a first analysis of the reported needs. All needs known for a personnel category e.g. primary school teachers, teachers of modern languages, teachers of natural sciences, is thus listed according to priority. For each single need the target group is closely defined. For each single need it is also considered whether it should be handled during a vacation course or during a series of study days and whether certain study materials are needed.

(4) With the result of the above mentioned analysis at its disposal, NBE publishes a catalogue containing all needs of continued training which are known, including the result of the analysis.

(5) Following the outcomes of the previous analyses NBE now decides what courses should be arranged and what study material should be produced. The six CTTD are responsible for the arranging of the courses. The decision of NBE is usually made at the beginning of November, whereafter the six regional CTTD independently organize the courses for the following summer vacation. As to the production of study material for these courses the six CTTD are being asked more closely to analyze the needs of continued training and to plan the production of materials. The result of this closer analysis is reported back to NBE.

(6) NBE then studies the reported results of the last analysis whereafter the Board decides to start the production, which is entrusted to the six CTTD.

(7) Semiannually, NBE issues a list of study material available, thus making it possible for local school boards to plan study days and other local activities well in advance. Most study material is published by a publishing firm where material can be ordered and bought by the local school authorities. Some of the study material, though, is distributed by the six regional CTTD.

3.8 INSET needs

Development work concerning job analysis techniques has been described in a number of reports by K. Gestrelius et al (e.g. Gestrelius, 1972 and Gestrelius et al, 1975). One of the aims of this work has been to increase the documentation and data on which to base decisions concerning future INSET measures.

One distinctive feature of these techniques is the great importance attached to the judgements by the target groups themselves.

The analyses have primarily concerned school management (headmasters and directors of studies) and teacher trainers, but the actual analytical form should be applicable to the majority of groups.

Data have principally been collected via interviews and self-observation (the logbook method), by the two stages described below.

The first stage comprised free interviews and self-observations in response to the question "What situations (duties) arise in your appointment?" In the second stage a selection of situation descriptions of educational relevance was made from the base material.
These descriptions were listed and rated by the teacher categories on the basis of seven evaluation aspects. These seven aspects were as follows.

A: Experience of the situation described (confronted/not confronted by it).

B: Assessment as to whether the situation should form part of one's own duties.

C: The present importance of the situation described.

D: The future importance of the situation described.

E: The magnitude of the problems to which the situation gives rise.

F: The work input demanded by the situation.

G: The magnitude of the training requirement posed by the situation.

Evaluations on the basis of these seven aspects can be combined in various ways, thus giving rise to situations which can be considered as deserving special attention in the construction of study programmes ("present training needs", "future training needs", "rare problems calling for training", "problems unaccompanied by any perceived need of training").

3.9 INSET priorities

The reform stage

The various forms of INSET during the reform stage until 1962 have already been described (2.2). The new INSET organization established that year immediately had to assume responsibility for the planning of courses concerning the curriculum for the new school and the implementation of the new school itself. Supplementary training for certain upper secondary school teachers was a valuable innovation which came in connection with the successive transformation of upper secondary education. In certain cases upper secondary school subjects were so

radically transformed that the teachers' subject qualifications no longer corresponded to the timetable subjects they would have to teach. For instance, teachers of civics, which had mainly comprised political science and economics, were now faced with the task of teaching ethnogeography and sociology. Teachers of physics and chemistry also had to start teaching geology and other earth sciences. Agreements were concluded with the teachers' unions whereby supplementary training was to be provided for a large number of upper secondary teachers, above all in the social sciences, natural sciences and technology. In the majority of cases this supplementary training lasted for between 4 and 15 weeks. It took place during school hours and the teachers were paid their normal salaries throughout. They were also issued with study material, often in the form of correspondence courses. Most of these activities took place between 1964 and 1969.

Apart from this supplementary training, which was a temporary arrangement, the present system of study days and courses was introduced during the first half of the 1960s.

Priorities, 1966-1975

The great national study day projects got under way during the second half of the 1960s. The purpose of these projects was to simplify the introduction of the comprehensive school. The intention was for teachers to receive INSET on study days and by means of private study parallel to their teaching activities. Summer courses were among other things, to be used for the pilot training of local leaders for these activities.

The decision to arrange INSET in accordance with this project model rested with the local education authority, which determines the use to be made of the maximum of five study days per year. If a local education authority decided to allocate study days for this purpose, teachers were obliged to participate, since this INSET then came during their hours of duty.

The decision to arrange the particular INSET courses has been taken by NBE, which co-operates closely with experts and representatives of various interests in the analysis of INSET requirements. These experts and representatives can be divided into the following three

categories: 1) INSET experts from the six regional CTTD and the 24 county education boards, 2) representatives of associations of teachers and school managers and 3) representatives of municipalities and associations of local authorities.

In its annual budget estimates submitted to the Government, NBE proposes a total allocation and, within the framework of that allocation, the award of priority to certain INSET activities. In recent years NBE has added to this annual plan a five-year plan which is continuously revised according to current INSET requirements and the allocation of Government funds.

The three biggest projects organized between 1966 and 1975 were:

SOS (Independence and Partnership)	1966/67 - 1973/74
Delta (mathematics)	1969/70 - 1970/71
JET (Junior English Teaching)	1970/71 - 1974/75

These projects are described at greater length in Section II.

3.10 Planning and priorities for 1976-1980

A five-year plan for INSET, formally adopted by the National Board of Education, is given in the Board's five-year budget for the period 1976-1980. This is based on an assessment of general in-service training demand and on a number of plans for separate projects lasting for several years. A brief description will be given here of some of these project plans for the period 1976-1980 (for a longer period in certain cases) and of the way in which work on these projects is prepared and organized. The description is mainly concerned with work at the National Board of Education, but mention is also made of the other groups and functionaries which it is proposed should participate and of the manner in which this participation should be arranged. As will be seen, the plan is simply a series of recommendations concerning the organization of work.

3.10.1 Priorities

The in-service training plan for the five-year period beginning in 1976 includes a number of projects, the most important of which are as follows:

A School management training
B Special pedagogics
C Sex role questions
D The internationalization of teaching.

To the above are added in-service training in computer theory (although for the time being the scope of this project will be limited, pending the completion of certain experiments) and in-service occasioned by the proposals contained in the report of a Government committee (sex education and instruction concerning interpersonal relationships - the USSU Report). In the latter case, the scope and direction of in-service training will of course be entirely dependent on the subsequent treatment of the report by the Government and Riksdag. It seems clear, however, that in-service training will be required on the subject of the new teacher's guide, once it has been adopted. A symposium concerning in-service training of this kind was arranged by the National Board of Education during the autumn of 1975.

The conduct of the first four projects (A-D) mentioned above will require detailed planning. This planning will comprise the mutual co-ordination of the projects themselves and the co-ordination and allocation of inputs between the National Board of Education, regional in-service training department (CTTD) and county education boards.

An organization plan for the four projects was drawn up at a major in-service training conference held during the autumn of 1975. This plan has since been adapted by the INSET Bureau of the National Board of Education, in consultation with other Bureaux and with the teachers' associations concerned, which are or will be represented in central organizing and consultative committees concerning each of the projects.

In order for a programme of such wide-ranging organization and content to be feasible, managing groups have to be organized at three different levels, viz central, regional and local level.

3.10.2 Planning

Central groups

Special groups should be set up for each of the four projects, under the co-ordination of NBE's INSET Bureau. Each project group should

include representatives of this bureau, the regional in-service training institutes (CTTD), the county education boards, the relevant specialized bureaux at the National Board of Education, the teacher unions concerned and the associations of local authorities concerned. The main tasks of the various groups will be as follows.

Planning and co-ordination

Planning comprises two phases: the planning of each separate topic and the co-ordination of the projects. The first phase, which must be closely geared to syllabus work, will take place within each of the study groups. The second phase will be mainly the task of the INSET Bureau, acting in consultation with the project groups.

Steps must be taken to co-ordinate the projects and to prevent the same municipality or personnel group being burdened with more than one project at a time. The organization plan must therefore comprise both geographical and chronological planning with reference to all the projects throughout the entire planning period. To this end a certain fundamental order of priority will have to be established between the projects.

Outline study plans

An outline study plan must be drawn up for each project by the central project group. It is vital to observe that the plans concerned here are outline study plans, so that local adjustments will be possible and - above all - to ensure a feedback of experience as the project progresses. This applies to all projects, but it is particularly relevant to school management training and special pedagogics.

Special syllabus groups including experts from the various sectors should be set up under the jurisdiction of the central project groups. The final report of the PLUS group contains a school management training syllabus. Certain preparations have also been made for other projects, including study material in pedagogics, sex roles questions and internationalization questions.

Production of material

Special study material is likely to be needed for all of the projects. A certain amount of material has already been produced for school management training, and work on this is continuing in connection with experimental activities during 1975/76. Where other projects are concerned, the question will arise, depending on the circumstances of each particular case, of either producing new material or compiling or excerpting material that is already available in the INSET context or elsewhere. This probably applies above all to special pedagogics.

Follow [illegible]nd evaluation

Activities will also need to be followed up and evaluated. This process should cover content, organization and - not least - finance. Follow up and the collection of evaluation data are particularly important with a view to facilitating the changes of content and organization which will be inevitable in projects extending over such long periods as are involved here. For purposes of evaluation and follow up it will probably also be necessary for evaluation groups to be organized at different levels in order to facilitate direct insight in current activities and direct contact with participants and others who are concerned with training. Questionnaires administered during or after the training are unlikely to provide more than a limited proportion of the necessary documentation. The county education boards should participate in follow up and evaluation work, above all through the medium of the in-service training consultants.

The task of the central evaluation groups should be to indicate what is to be evaluated and to indicate general guidelines regarding the conduct of evaluation. Experience from the Study Day project now in progress at the Linköping School of Education (Institute of Education) should be taken into account in this connection. (Experience derived from this project is presented below in 5.3 and 5.4).

Regional groups

As was shown in the preceding section, the central groups will compile and indicate general guidelines for the various projects. The central guidelines should only be binding with regard to the organi-

zational and chronological co-ordination of projects and in financial matters. This means that decisions concerning several important questions, particularly those regarding "everyday" activities in the conduct of projects, will have to be entrusted to regional and local instances.

At regional level, close co-operation between the county education boards and the regional CTTD is one of the absolute prerequisites for the implementation of the projects.

Where school management training is concerned, an organizational structure already exists. Briefly this organization implies that, under the jurisdiction of the central consultative group (cf supra) the CTTD at Linköping will be reinforced by a management group for the conduct of the project, i.e. for the training of training teams, for follow up and suggestions regarding programme revision and similar matters. The Linköping CTTD will also be responsible for financial administration within the frames and guidelines indicated by the National Board of Education. At county-regional level, the county education boards will be responsible, through the medium of an inspector appointed by them, for the conduct of the project, in collaboration with the training team (of which the inspector is a member). The organization plan envisages collaboration between several committees in certain exigencies.

Another organizational structure will probably be more suitable for the other projects, but it can hardly be a rational procedure for distinct, specialized bodies to be established. Existing bodies for co-operation and co-ordination between the CTTD and the county education boards should be utilized and regional committees (see 4.2) are therefore the obvious authority to take charge of planning at regional level. In this way it will be possible for various matters to be delegated to the INSET working groups of the regional committees.

The main tasks of co-operation at regional level will involve responsibility for detailed organizational planning within the region, subject to the overriding central plan. Another task will be to consult with the relevant local education authorities and teacher groups to

decide who is to take part in the training. In the case of the special pedagogics project, various measures will also have to be taken to simplify the local organization of home study weeks by means of recommendations concerning structure and content. General information will be an important task, as will special information concerning the training of training teams and local contact men within the various projects. Follow up and evaluation must also be included in the tasks of the regional co-operative body.

In view of the nature of the tasks involved, representatives of teachers' associations and, where necessary, experts within the "subject sector" should participate, as in the case of the central groups.

Local groups

The conduct of certain of the projects will also require the participation of local authorities (local education authorities, school management and - in certain cases - special training leaders).

Municipal school managements have a great deal of responsibility for the planning and conduct of the projects, particularly during the home study periods, with regard to school management training, which is based on the simultaneous participation of all school managers at a particular school and, preferably, within the same municipality. Guidelines have thus been drawn up for local measures in connection with school management training and are being tested in current experimental activities.

In the case of special pedagogics, a fairly extensive decentralization of organization will be needed, due above all to the large number of participants (roughly one-fifth of all teachers). The course sections (weeks 1 and 4) of this project should be conducted in close proximity to the teachers' home areas, both on account of the large number of participants (financial reasons) and for educational reasons. The organization and conduct of study visits and visits to classes during the home study period (weeks 2 and 3) are even more important, however. Somebody will thus have to be given the task, as special training leader, of preparing and organizing study visits and classroom obser-

vations according to an outline plan of studies with the support particularly of the county education boards. Co-operation between municipal committees and authorities will also be required in order for these activities to have the intended effect.

The conduct of the two remaining projects - sex role questions and the internationalization of teaching - as planned by the National Board of Education will take place entirely at local level within the framework of study days. Assistance should of course be given above all by the county education boards (via in-service training managers and consultants), but also by the regional CTTD.

In this connection, consideration should also be given to the advisability of in-service training on the subject of sex roles and internationalization being conducted as separate projects. It is sometimes preferable for the two to be combined in a single project. For one thing, both questions have a number of fundamental features in common. Secondly, the existence of a single project would make it possible for somewhat different emphases to be placed on the two problem sectors, depending on whether and to what extent they had already been studied in individual schools or municipalities.

In all projects, follow-up and evaluation must also be included in local tasks according to guidelines from central and regional groups. The feedback of experience will be particularly important with a view to the adaptation of content and organization, especially as the projects will last for such long periods as five or seven years.

The selection of participants, especially as regards special pedagogics, will be another important local task. The same applies to suggestions regarding the composition of the training teams which are planned to take part in the sex roles and internationalization project at local level.

3.11 The scope and costs of INSET

Study days

The maximum number of study days permitted by the school regulations is five per teacher per year. All municipalities do not arrange so many study days for their teachers. It is estimated that for a total of

about 110.000 teachers in the country, an average of four study days are arranged per year **per** teacher, thus giving a total of about 440.000 participant-days.

Course activity

The scope of the course activities, mostly done as one-week courses during the summer vacation, is briefly as follows (courses by out-of-school associations not included):

	Approximate number of participant-days annually
Direct courses for teachers	30.000
Study leader courses for teachers and school administrators	10.000
Pilot courses	4.000
Courses for school administrators (headmasters, directors of studies)	3.500
Courses for supervisors of student teachers and teacher trainers	4.500
Grand total	52.000

This sum, added to the 440.000 in the preceding paragraph, gives - as a mean - nearly 5 days per year per teacher of continued training.

The work of the 250 county INSET consultants

The duties of a consultant occupy 2 1/2 days every week. It is difficult to say how much of this time that is devoted to advisory contacts in the schools. A probable average might be 1 1/2 days per week for 40 weeks per school year. The number of consultants being 250, this gives a total of about 15.000 consultant days devoted to advisory contacts.

The continued training of the consultants themselves and their contribution to planning and production of study materials can be said to take up the remaining one day a week, which gives about 10.000 consultant days per year. Added to the previous this gives a total of about 25.000 consultant days per year.

The costs of continued training

The government appropriation for the continued teacher training amounts at present to about 52 million Sw. Cr. per year. This does not include costs for the five local annual study days. The cost of teachers salaries during the attendance at study days is estimated to 140 million Sw. Cr.

Direct local investment is very roughly estimated to about 10 million Sw. Cr. This gives a sum of approximately 200 million Sw. Cr. per year. To this should be added the costs for teachers who are on study leave, for which there are no statistics available.

SECTION II

CASE STUDIES

4. CASE 1: CO-ORDINATION OF INSET AND POLICY-ORIENTED EDUCATIONAL RESEARCH AND DEVELOPMENT

4.1 Resemblances of INSET and educational research and development

We said earlier that the main purpose of in-service teacher training is to develop and improve the school and the education for which the teachers concerned are responsible. In-service teacher training shares this task with another important activity, namely educational research and development. It is significant that this activity acquired its present organization at the same time as the present organization of in-service teacher training was introduced. Both were established in 1962, the year in which the Riksdag resolved in favour of the introduction of the new nine-year comprehensive school.

Both educational research and development and in-service teacher training existed before 1962, but the organizations established in 1962 represented a new departure. The novelty lay not only in the establishment of a more systematic and uniform central administration for both activities but, above all, in the more explicit policy orientation which they both acquired into the bargain. This orientation implied that it became a principal task of in-service teacher training and educational research and development to contribute towards the realization of the overriding goals of education policy adopted with the passing of the school reform. Quite obviously, this implies a steering of both activities, not through any stipulation by politicians of particular results or working methods but through the indication of problems and the award of priority to projects intended to solve those problems.

Both in-service teacher training and educational research and development include a sector which is completely free. Teachers can obtain certain resources for in-service training which is essentially of their own choosing. Similarly, grants are made towards disciplinary free research which is guided solely by the inquisitiveness of the researcher.

Side by side with this essentially free activity aimed at the further development of schools, teaching and learning, policy-oriented activities have gradually been developed since 1962 within both in-service training and research. Most grants towards in-service training and research nowadays come within this policy-oriented sector.

Policy-oriented research, like in-service teacher training, is planned and administered at central level by the National Board of Education within the general frames determined by the Government and Riksdag. The characteristics of policy-oriented research are not without interest. The following four criteria play an important part.

1) Policy-oriented research adheres to a plan concerning priorities and the definition of research topics. Normally such a plan leads to research being organized in the form of projects which are of limited duration and content and are based on a planned budget.

2) Special attention is devoted to the link between research and development. Policy-oriented research is conducted in such a way that its results may be continued in the form of applied development projects.

3) Particular attention is paid to the dissemination of the results of research and development. Research funds should be retained to build a dissemination phase into the projects.

4) Policy-oriented research and development should be continously evaluated, not only on an internal basis, but also on an external basis with criteria defined according to the education policy.

Since in-service teacher training and educational research and development now share a common purpose, at least in part, an important aim must now be to co-ordinate the two activities so that they will support one another and the school which they are both intended to serve. Can the inventory of in-service training requirements and research requirements be co-ordinated with respect to time, form and content? How are the two activities to be co-ordinated at local and regional levels? Does a co-ordination mean that persons responsible for in-service training must also be given a certain amount of responsibility

for research and vice versa? Can research begin with an in-service training phase and not merely - as has so far been the practice - conclude with the dissemination of results via in-service training?

In the following pages, a number of experiences will be presented from this problem sector.

4.2 Organizational requirements for the co-ordination of INSET and research and development

One opportunity of closer co-ordination between INSET and R&D is provided by the fact that both activities are for the most part planned and administered at central level by one and the same authority, the National Board of Education. The INSET Bureau and R&D Bureau belong to the same development section at the Board, which makes partnership and communications between them all the simpler. The allocation of resources can be co-ordinated - an opportunity of which little use has been made so far.

Another organizational opportunity of co-ordination is to be seen in the fact that the six regional in-service training institutes come under six schools of education, at which a great deal of policy-oriented educational research takes place. Thus researchers and in-service trainers belong to the same institution. Some use is already made of this opportunity of co-ordination.

Since 1974, each of the six in-service training regions into which Sweden is divided has had an organization for joint consultations between teacher trainers, in-service teacher trainers, researchers and school inspectors. This organization, known as the regional committee, is above all concerned with the initiation and co-ordination of in-service teacher training and research and development and the dissemination of results in these connections.

4.3 Various types of INSET-R&D co-ordination

4.3.1 Analysis of in-service training and research requirements

In recent years the National Board of Education has compiled discussion

memoranda as part of its long-term planning of development work. One of these memoranda deals with compulsory schooling, another deals with upper secondary school and the vocational education which it incorporates, a third deals with adult education and a fourth deals with teacher education. To these four memoranda is added a fifth dealing with certain matters of mutual interest to several different schools and educational levels, e.g. questions concerning the school environment, questions concerning teaching materials, guidance questions and evaluation questions. Each of the discussion memoranda describes a number of problems, development trends and development requirements. The intention is for these discussion memoranda to provide the foundation for a long-term plan for the development of the education system.

The memoranda have been scrutinized by the institutions concerned with educational R&D. Apart from commenting on the contents of the memoranda, the institutions have made practical use of them in their work on the drafting of various research topics. Thus the memoranda have already played a part in the determination of R&D priorities. They are also tending more and more to be used as a basis on which to determine priorities between different kinds of INSET.

Hitherto priorities regarding INSET requirements have mostly been determined at the annual conferences held by the National Board of Education together with INSET managers and consultants at the six regional in-service training institutes and the 24 county education boards. Up till now the order of priorities thus determined has exerted little influence on the choice of R&D topics. Closer co-ordination can be achieved here by admitting researchers as well as INSET personnel to these conferences.

4.3.2 Some examples of co-operation

The forms of co-operation between INSET and R&D can otherwise be grouped as follows:

a) Projects about in-service training, e.g. projects for the evaluation of school management training or the development of local in-service training planning to suit actual needs.

b) Projects which per se are a form of in-service training or a stage in the in-service training process.

c). In-service training as an implementation of R&D, i.e. as the terminal phase of a project

d) The dissemination of information concerning R&D findings via in-service training (dissemination of results, transmission of information).

Projects of type a, above, were separately considered in the preceding chapter. Projects of type b can be said to include development work and in-service training circling round the development and testing of models for the local planning of educational activities which include discussions of aims, problem analyses, evaluation, identification of in-service training requirements, teaching material requirements, evaluation instruments etc. Most of these projects involve experiments in the freer and more flexible use of educational resources, e.g. in order to help pupils, classes and schools in need of special measures of stimulus and support.

Projects of type c are often concerned with models for the planning of instruction, the selection of teaching materials and evaluation models, but R&D representatives tend most often to participate in projects of type d. Of the R&D projects centrally administered by the National Board of Education and financed out of the Board's R&D allocation, 51 out of a total of 230 were geared to some form of in-service teacher training during the school year 1974/75. Direct contributions by the R&D representatives included:

. participation as lecturers or discussion leaders in study days for teachers, teacher trainers, in-service teacher trainers and other personnel categories within the school system,

. participation in the transformation of R&D reports into in-service training material and teaching material,

. participation in the planning and conduct of regional and local courses in termtime and during school holidays,

. participation in local development groups, local experimental activities with new teaching materials, teaching material selection, teaching material organization, libraries and multimedia centres,

. participation in class and subject conferences for teachers,

. participation in local evaluation experiments.

Examples of co-ordination of INSET and R & D activities are also found in the establishment of the Experimental education areas. These areas are organized at municipal level and are jointly financed by municipal authorities and the National Board of Education. In the course of activities within these areas, interested teachers participate in experiments which are usually based on the everyday problems of school life, either as defined in the municipality and its schools or as defined by the National Board of Education in its monitoring of school developments. (Cf. Pedagogiska nämnden, 1975, G. Rudvall, 1975.)

It has been less common for in-service training managers and in-service training advisers or in-service teacher trainers to participate in R&D activities. In cases where they have done so, they have belonged to reference groups attached to R&D projects, or else participated as experts on school problems in connection with the development of standardized achievement tests.

5. CASE 2: STUDY DAYS WITH LOCALLY DETERMINED CONTENT - THE STUDY DAY PROJECT

5.1 Background and aims

Background

A distinct feature of Swedish teacher in-service education today is the attempts to stress local influence on INSET structure and content. The time resource especially discussed in this connection is the five compulsory study days.

The fundamental idea with the study days (see paragraph 3.4.1) was, that the INSET needs could be best satisfied if the teachers and headmasters themselves were given the total responsibility for the study days. The far reaching changes of the external structure of the school system during the reform period were based on political decisions in parliament and government. These changes were primarily not decided upon by teachers. But the execution of the reform decisions through new methods, new curricula, new textbooks etc was seen as a responsibility for professional educators.

Thus teachers organized study days, where they discussed and planned the work for periods ahead. They also got together in larger groups to listen to lectures and information about the reform proceedings.

The study days seem to have worked especially well during the period of transition from the old school system to the new comprehensive system. Gradually, especially in the middle of the 1960s, it was felt that the study days could be improved and vitalized through a training of study day leaders or pilots. This training of pilots needed a larger organization and therefore mostly became a responsibility for regional and central INSET agencies. It was usually not done during study days but through short summer courses.

The pilots, being back in their schools to lead and organize study days, were sometimes successful. But sometimes it was found more efficient to collect and train whole teams of single schools, which later could organize study days in their schools.

One very important experience of the training and use of pilots and teams has been, that the study days certainly were improved but at

the same time that the influence of the local groups of teachers on study day activities had been reduced. The decision of content has again become more a central/regional than a local concern. Having had these experiences the local authorities in single school districts again seem to have started a more active use of the study days through structurized local development programmes, which in themselves have special training of study day leaders.

Aims of the Study Day project

A number of studies have been made to elucidate the problems connected with local study day INSET activities. One example of this kind of developmental work is the Study Day project carried out at the Linköping School of Education (Institute of Education). The project started in 1970 and its follow-up studies are still in progress.

The central aim of the project has been to construct and test such models for study day INSET activities that give teachers a more active role and stress the stimulating and supporting (rather than controlling and decision-making) functions of central and regional authorities. The more special starting-points of the project may be described as follows:

- to utilize the possibilities of different central, regional and local authorities to stimulate and support study day INSET activities
- to develop further the forms of problem centered study day INSET activities (to start from those school problems that are felt to be important by the participating groups).
- to utilize the experience and knowledge of the participating groups as a central study day INSET **resource.**
- to widen the decision-making responsibilities of the participating groups
- to give opportunities for analysis and application of the INSET content
- to let the teachers' continuous assessment of their own INSET and other local school activities more distinctively become an instrument for analysis and development.

A description of the Study Day project is given in the following paragraphs First some initial studies are reported (paragraph 5.2). After that the structure and scope of the actual project is described (paragraph 5.3) followed by a discussion of main tendencies and possible generalizations (paragraph 5.4).

5.2 Some initial studies

To get some starting points for planning and structuring the Study Day project a number of initial studies were carried out. Some of these are outlined below. The specific purpose was to elucidate the following questions:

(a) What are the main dimensions in the teachers' evaluation of study day activities? (cf. Study A)

(b) What instruments should be used by the teachers for the assessment of local study day activities? (cf. Study B)

(c) Which are the most appropriate forms for increasing teacher participation in the planning of locally determined study day INSET? (cf. Study C)

Study A. Teachers´ evaluation of study day activities

H. Eklund (1974) reports a survey concerning the more general views taken by teachers of INSET provided on study days. Data have been collected by means of a questionnaire. Target groups: About 550 teachers in compulsory comprehensive schools. By this survey an attempt was made to answer the following questions:

a) What are the main dimensions in which the teacher appraises study day activities? b) What does the teacher consider most negative/positive about study day activities? c) How unanimous are the verdicts of different subgroups (teacher categories, age groups)?

The left hand column of the following table shows the four factors which seem to have constituted the main dimensions of the teachers' assessments of study day activities (obtained the highest factor loadings). The right hand column shows the extent to which the activities lived up to the demands implied by the various factor headings.

Factor	Assessed goal achievement
1. Relevance of content	To a great extent the content of study days was considered to be relatively irrelevant to the teachers´ school activities
2. Interchange of ideas	The study days have provided relatively good opportunities of discussing professional problems with other teachers

3. Influence	The opportunities of the teacher to influence the planning and conduct of study days is strictly limited
4. Organizational/methodological quality	The outward organization and the technical and methodological structure of study days was considered fully acceptable in the majority of cases

Thus on the whole a positive view has been taken of the opportunities of discussing professional problems with colleagues and of the organizational and methodological quality of study days. The main points of criticism have been lack of relevance to the teachers' activities and the limited opportunities enjoyed by the teachers of influencing their own study day INSET. (Cf. G. Herling et al, 1972, K. Kolsberg-Erzell, 1974 and K.G Wikander, 1975.)

The presentation of results also displays a great degree of unanimity between different major categories of teachers. The respondents are for the most part in agreement as to the good points and less satisfactory sides of current study day activities. Differences, insofar as they occur, relate to the actual level of assessment (how positive/negative a respondent is towards the activities generally).

The writer offers the following more generalized interpretations of the report material:

- Variations in the general assessments by teachers of different study day INSET activities are only to a limited extent concerned with the purely methodological design of the programmes. By contrast, the perceived relevance of the content has a high explanatory value,

- The reaction of teachers to study day INSET is closely related to their experience of their total work situation. INSET efforts which are confined to educational technique are therefore unlikely to have more than marginal effects.

- The difficulties involved in adapting the content and design of study day activities to teachers' needs are seldom due to any great differences of opinion between different teacher categories concerning what is important. The main reason for the difficulties is that

the most clearly accentuated needs on the part of teachers, such as

- greater relevance of content and
- greater opportunities for teachers to influence their own in-service training,

demand a great deal of concretization and individualization of study day INSET as well as the development of forms for teacher participation in INSET planning.

Study B. Evaluation instruments

This study is reported by L.-G. Carlsson (1973) and entitled "The evaluation of study day activities".

This report describes the results of a project in which a number of evaluations of study day activities were studied with the aid of questionnaires.

a) Purpose of the study. The main objective was to investigate the extent to which a useful purpose could be served by collecting the subjective experiences of participants with the aid of a short, general evaluative instrument of a relatively conventional kind.

b) Subjects. The study was based on 24 study days involving the participation of some 2.000 teachers altogether. This population included representatives of all teaching levels from pre-school education to upper secondary school.

The place of the short questionnaire in a more manifold evaluative sequence is discussed in the final section of the report. Summing up, the author observes the following.

. Current evaluative questionnaires give, on the whole, as reliable an indication of the general attitude of participants to different study activities as other closely allied but more time-consuming forms of evaluation.

. On the other hand, a far different situation applies if, in addition to a general evaluation, concrete documentation is required on which to base possible changes to a study day programme. There appear to be very great difficulties involved in clearly communicating teachers' grounds for a certain evaluation to the arrangers through the medium of a questionnaire form. For example, the opportunities provided of adding brief written comments to the ratings have yielded relatively

little additional information material to decisions concerning possible revisions of content and working methods.

. It therefore seems as though a distinction will have to be made in future course evaluation work between
- investigations of general attitudes and
- the compilation of data on which to base concrete revision work.

The first of these can very well be accomplished by means of a simple evaluative questionnaire, while the second demands an evaluative model founded on two-way communication.

Study C. Forms for teacher participation in study day INSET planning

This study is reported by H. Ridderström (1973) and describes an experiment involving different forms of increased teacher participation in study day INSET planning. The purposes of the project are said to include the following:

> to establish, to the greatest possible extent, both proposals and decisions concerning the implementation of INSET on a local footing;
>
> via this "localization", to gear activities to the INSET needs experienced by the personnel;
>
> to give school personnel a greater opportunity of influencing their study day INSET and thereby to generate greater interest in and responsibility for this training.

The project centred round "study day INSET committees". One such committee was set up in every school management area in each of the ten municipalities taking part in the experiment. The composition of the committees could vary according to the size and general character of the individual school, but most of the committees were recruited on the following lines:

. headmaster, director of studies

. principal teachers (one representative per school level/subject or group of subjects)

. a representative of other personnel groups in the school

Because local INSET questions were delegated to the INSET committees, teachers acquired a greater measure of joint influence through their representatives on the committee. The tasks of the committee included

- the determination of priorities between the study day INSET proposals received
- the submission of proposals regarding the study day INSET programme for the coming year
- the development of a firmer local organization of study day INSET and a more systematic co-operation between those locally and regionally responsible for the provision of INSET.

The experimental activities were continuously followed up by means of questionnaires and group discussions. The summary of the report includes the following observations.

1) The experimental activities induced teachers to play a far more active part than previously in submitting suggestions for their own study day INSET

2) On the whole the organization worked well. The main difficulties concerned (a) individual questions of co-ordination and (b) problems connected with the handling of the increased flow of information to local and regional authorities.

3) The form of organization thus tested may be taken as a point of departure for continuing development work in the sector, but a clearer definition of the jurisdiction of the INSET committees would appear to be urgently needed.

5.3 Structure and scope of the project

The structuring of the field studies of the Study Day project has primarily been directed by the following ideas:

- the decentralization of study day INSET planning and decision-making
- the teacher as a resource person in all study day INSET
- the accentuation of the analytical and applicatory phases of study day INSET activities
- building the local developmental work around "home teams" of study day leaders

These ideas may be seen as direct transformations of the original aims of the project and the results of the initial studies reported above.

The description of the project structure has two main headings:

(a) Training of locally recruited study day leader teams

(b) The organization of study day activities

It should be mentioned that INSET with the purpose described here gives considerable freedom for the individual teacher groups to decide for themselves the content and structure of their study days. Therefore the more detailed planning of the activities may have varied between different school municipalities. What is described here is the general pattern for the activities within the project.

Training of locally recruited study day leader teams

One of the central features of the project is the training of locally recruited teams of study leaders and a continuous contact with these teams during their work in the home municipalities.

During the summer of 1974 the project implemented and followed (in close co-operation with the In-service training institute of Umeå) two different training courses. These courses contained teacher teams from a total of 22 schools. Basically these locally recruited teams comprised a headmaster and 2-3 teachers each.

In 1976 the project is going to follow the training of a new set of teams from a total of 76 schools.

The organization and training of study day leader teams is based on the idea of increased local responsibility. The teams are to co-ordinate the planning, effectuating and follow-up of local study days.

As mentioned earlier the training is problem centered with stimulating and supporting as the main roles of the study day leader teams.

During the training course four different roles for the INSET leader is especially recognized: the catalyst role (to make the participants aware of the problems), the solution giver role, the process helper role and the resource linker role. During the training course special stress is laid on the process helper role. (cf. Havelock, 1973, K. Forslund, 1975.) The guidelines for the training of the study day leaders may be summarized as follows:

a) The role of the study leader: a co-ordinating resource person rather than a subject matter specialist.

b) The need to increase the opportunities for the participating teachers of independent analysis and processing of the information supplied.

c) The need for variable working methods, including those of the study group.

d) The co-ordinatory function of the study leaders; the responsibility of the team of study leaders for the whole study day INSET programme (preparation - execution - follow-up - feedback).

e) The need for active utilization of the experience represented by the group of participants (the teacher as a resource person); joint influence for the participants both at the planning stage and during the conduct of training.

The organization of study day activities

The model of the project for organizing study day activities comprises the following steps:

. Long term planning
. Detailed planning
. Information-getting and analysis of content
. Application
. Evaluation

Long term planning. The teachers of the project groups are supposed to take a very active part in the long term planning and structuring of the study day activities of their schools.

This kind of participatory planning is accomplished in many ways: special study day INSET planning teams, subject conferences, informal discussions etc. In this phase of the planning great attention should be given to such frame factors as economy, time personnel and joint action possibilities.

Detailed planning. This phase primarily refers to the continuous, short term planning, where the teachers get the opportunity to meet those directly responsible for the programme and to discuss with them such things as detailed content, educational aids, methods of presentation, the length of study periods etc. These discussions are held as parts of teaching staff councils or on study day time.

Information-getting and analysis of content. Of course the time balance between information and analysis during a study day sequence is directly dependent on the type of the content. Whenever possible the analytical aspect has been strongly accentuated, however.

The reasons for the strong stress on small group work during the analytical phase have been the following:

- Each teacher must have a real chance to take an active part in his INSET; then if everyone should get the opportunity to put forward his own problems and ideas, the group must be small.
- Each teacher must get a real chance to work constructively upon current problems together with his colleagues. The worth of that opportunity is intimately connected with the number of participants in the group; the group must be so small and safe that the teacher can discuss whatever problem he likes without feeling insecure.
- Most teachers are in need of group support. The teachers have fewer opportunities now than in earlier days to get feed-back from their work as the teacher role has been much more complicated. The possibilities to judge for yourself if you have succeeded or not as a teacher are reduced. Many teachers have a strong need to discuss job problems in a small group of people in the same situation as themselves. Then they have a better chance to get a frame of reference for judging their own behaviour.

Application. One main idea of the project is that the teacher should get ample opportunities to analyse for himself the ideas and solution alternatives that have been given during INSET activities. He should also get a chance to apply the ideas in his own practical school work and to discuss the results with his colleagues. (Cf. K.H.Eriksson, 1975 and J. Hedegård, 1972.)

The following schedule, that connects the information-getting, analyzing and application phase, outlines a posssible sequence of study day activities when dealing with methodological questions:

Main topic	Study day INSET activities
Definition	a) Presentation and demonstration of the method Supply of concrete working material to the participants
Trying-out	b) The teacher groups are given the opportunity of trying out the method in their own classes
Analysis	c) The usefulness of the method (its relation to educational goals, its advantages/difficulties, suggested solutions) is discussed by the teachers in small groups on the basis of actual experience (seminar or discussion group basis) Reference literature and other base material are placed at the disposal of the groups
	d) Repetition of sequence b-c if necessary

This model is based on the following principles.

- The presentation of methods and theoretical discussions are to be regularly supplemented with concrete work material which the teacher can try out in his own class/school.
- Discussions in small teacher groups should form integral parts of most study day INSET activities.
- A considerable proportion of the total time taken by a study day project should be devoted to the analysis and processing of the information received.

The analytical and processing stages of the model stress the professional role of the teacher and his direct responsibility for the selection and application of methods.

Evaluation. The evaluation of local study day activities has been based on the following principles:

1. The evaluation should be a continuous activity throughout the whole study day period (planning, execution and follow-up).
2. The evaluation should be focussed on the applicability of the new ideas in practical school work rather than on how they are presented during the study days.
3. The main part of the evaluation time should be used for two-way communication activities (small group discussions, panels etc).

Target groups of the Study Day project are school managers and teachers from about 100 comprehensive school districts around the country.

5.4 Discussion

Main tendencies

The Study Day project is still in the process of evaluation, but a preview of the results indicate that, in the schools concerned the work has led to:

- greater continuity of study day INSET activities
- greater participation, especially in continuous follow-up, analysis and evaluation
- a greater proportion of discussion group activities
- a less rigid demarcation between INSET and R & D work and between sender and receiver functions

Experience has shown the most extensive local activities to develop

a) where the headmaster has been an active member of the local team of study leaders and

b) where the team of study leaders has been able to act as a resource group for the entire INSET programme of the school concerned; spot measures (contributions by the team in connection with individual INSET arrangements) has had relatively little activating effect.

c) where the teachers had some earlier experience of participatory planning and of local INSET organizations and methods.

INSET on INSET

Those schools that enter into the Study Day project as from the next school year (1976-77) will be offered an introductory programme on study day INSET planning (an INSET on INSET programme).

The reason for introducing that course is the following: Teachers in schools tryingto create a high degree of teacher participation in the planning of local INSET, experience a need for a deeper knowledge about its organization and structure.

In the INSET on INSET programme special attention is to be devoted to questions about decision-making, organizational models, small group communication etc. Methods for the identification of local INSET needs and of INSET resources for handling local problems are also going to be discussed. Finally, the programme will include the preliminary planning of next year's local study day INSET.

Concluding remarks

The Study Day project mainly has been dealing with study day activities with locally determined content. That kind of INSET has many points in common with most other categories of INSET.

Some of the articles produced within the Study Day project have tried to generalize the experiences from the project work into models for INSET in a broader sense.

One example of this type of work is provided by an essay by H. Eklund (1973) entitled "In-service teacher training - some socio-educational aspects".

In this essay, the author starts with a number of assumptions concerning in-service teacher training and proceeds to discuss the conceivable effects of an acceptance of these assumptions on the content and general design of INSET. To a great extent the argument is based on the results of previous project work, particular stress being laid on the social-educational side of the problem.

The assumptions on which the discussion is based and the consequences which are thought to stem from them are summarized as follows.

1. INSET has to be seen as an integral part of the total education system.

a) Close co-ordination must be established between basic training and subsequent training.

b) The general guidelines for education in general must also be applied to the design of basic and subsequent teacher training.

With reference to point a), the author observes that the great emphasis placed within youth education upon individual needs (pupil-centredness, student democracy, experimental working methods) must be reflected by a focussing of attention upon the teacher as an individual, an expansion of the teacher's participatory planning opportunities, the accentuation of small group techniques in teacher training and INSET and more active personnel welfare.

2. The teacher's professional situation is mentally strenuous in several respects.

Measures proposed:

a) INSET must be focussed on a content which can be directly applied to the teacher's own professional situation and which is found to impart greater self-assurance in the practice of his profession.

b) INSET which concentrates on demand components without relating them to clearly suggested solutions is to be avoided to the greatest possible extent.

c) Practical training in matters of group psychology should be given considerable scope in INSET.

3. The types of behaviour which INSET is designed to influence are often very complex.

A great deal of research effort in the field of educational social psychology has been devoted to the question of behaviour modification in complex situations. The author mentions three conclusions from this research which have a bearing on INSET planning.

a) Training intended to bring about lasting behavioural changes generally should take place in small, homogeneous groups.

b) The time devoted to the handling of an educational theme must be long enough for the participants to assimilate and become involved with the new outlook.

c) The distance between the earlier attitudes of the receivers and the introduced ideas must not be too great.

4. The efficacy of training is highly dependent on INSET being emphatically presented as training for members of a profession.

Measures proposed:

a) INSET should give a broad base for the decision-making of the teacher in methodological and other questions, where his behaviour will not be directly regulated by official instructions. In order to give the teacher the feeling that he is free, up to a point, to choose his own working methods, one of the main functions of INSET must be to give a broad spectrum of possible solution alternatives.

b) Considerable attention must be paid to the teaching methods used for INSET and such methods should involve seminar groups or study circles, where free discussion can be carried out.

c) In any programme for the instruction of INSET leaders, the importance of group leadership techniques should be stressed.

5. The effect of INSET is closely related to the way in which the teacher experiences his total work situation.

Under this heading the author emphasizes that INSET alone does not determine the results of the activities which it comprises. A large number of studies from working life have shown that the job satisfaction is of primary importance in various sub-reactions, including reactions to INSET. If the teacher experiences a lack of security in his profession, this will limit his interest in more general methodological development (which is liable to deepen his sense of insecurity) and reduce his capacity for involvement (the acute problems will take up all his energy). Similarly, effective INSET on student-centred matters will be impeded if the teacher does not feel that he has the support of the school management.

An article of the same kind as the above is H. Eklund (1974), INSET evaluation - some viewpoints concerning the design of local participant assessment. It is an attempt to outline a more general, organizational model for the evaluation of INSET activities - based on increased personnel influence.

The evaluative model proposed in this study is based on four principles.

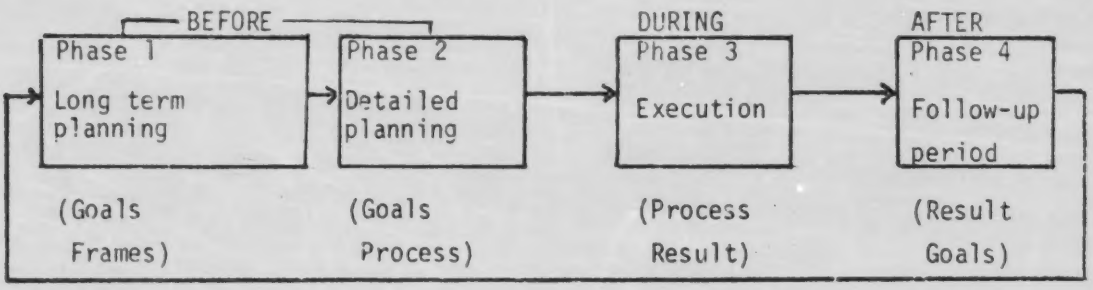
. Locally based evaluation activities cannot be exclusively confined to the teachers' assessments of the detailed content, arrangement and methodological design of **individual** INSET activities but must also include the more overriding factors involved by those activities.

. Evaluation cannot be limited in time to the execution phase (e.g. during or immediately after the study day activities concerned) but must also be integrated with work during the planning, preparatory and follow-up phases.

. Locally based evaluation activities cannot be solely founded on the collection of data via group-wise distributed evaluative questionnaires of different kinds (via "one-way communication" with the teachers). The questionnaire procedure must be supplemented by regular deliberations and group discussions involving both "encoders" and "decoders" (two-way communication).

. There must exist effective means of comparing and communicating information from local evaluation groups to local, regional and central decision-making bodies.

The following summary shows the phases of the planning and execution process in which the author feels that it should be possible for teachers to participate in evaluation work. The parentheses under the various "phase squares" indicate possible evaluation categories for each phase.



Summing up, the author emphasizes the importance of developing continuous communication between teachers and INSET arrangers. Among other things, this communication is regarded as a necessary complement to the efforts being made to develop forms of control in terms of objectively recorded changes in teacher and pupil behaviour. The argument runs as follows. Firstly, we will very seldom be able to decide the extent to which a certain objectively recorded change in teacher - or pupil - behaviour is referable to the effects of a certain INSET activity. Secondly, the general efficacy of INSET will be closely bound up with the ability of teachers to experience INSET as an activity which they themselves are in a position to pass judgements on and to influence.

6. CASE 3: STUDY DAYS WITH CENTRALLY DETERMINED CONTENT

6.1 The SOS Project

6.1.1 Background and aims

As mentioned earlier, a new and uniform INSET organization covering the entire country was set up in 1962. The purpose of this new organization was to facilitate the implementation of the new school system.

The first major **collective** INSET project after 1962 was "Independent Activity and Partnership", abbreviated in Swedish to "SOS". The purpose of this project was to organize study activities for all class teachers in the country so as to facilitate a planned transformation of internal school work in favour of a greater proportion of independent pupil activity, individualization and co-operation in keeping with the general goals and guidelines advocated by the Riksdag and Government when agreement was reached concerning the new comprehensive school. The SOS project was in most schools organized as a study days project.

In June 1965 the National Board of Education invited all INSET advisers in the country to a symposium on this question. A working committee of seven INSET managers, INSET consultants and teacher trainers was appointed to draft a programme. Study circle (discussion group) activities planned to involve all the 38.000 class teachers and special teachers in the country's primary grades were then organized during the school years 1966/67 - 1973/74 on the basis of this draft programme by the National Board of Education, the six regional CTTD, the 24 county education boards and all local education authorities.

The principal aim was the realization of the overriding goals incorporated in the curriculum for the new school. This aim was to be achieved by the planned transformation of internal school work in favour of greater pupil activity and pupil co-operation in the form of studies adapted to individual aptitudes and tasks chosen by the pupils themselves. The principal aim thus defined was broken down into the following components:

- The planning and conduct of successive proficiency training in Swedish.
- The co-ordination of Swedish proficiency training with the teaching of other subjects.
- The compilation of suggestions regarding concrete pupil tasks.
- The implementation of the forms of partnership and co-operation between the pupils themselves as intended for the comprehensive school.

The SOS project was an ambitious attempt to achieve goals of school policy which were of a general and overriding character and not specific to any one subject.

6.1.2 The structure of the SOS project

The programme of studies

The programme covered a period of three years, during which the participants considered the following themes:

First year: The functional implementation in teaching of the five curricular principles of motivation, pupil activity, concretization of subject matter, individualization and co-operation. Particular attention was devoted to
a) the individualization of learning in Swedish (reading proficiency) and general subjects,
b) proficiency training in study technique,
c) stepwise acclimatization to co-operation.

Second year: The same theme as during the first year, but with more detailed consideration of the individualization of training, also with reference to the use of school radio broadcasts, school TV broadcasts, films and other AV media.

Third year: Detailed planning of more extensive teaching sections, applying the five principles of teaching and learning enumerated above. The application of various methods

of subject matter organization: interdisciplinary projects, periodic studies, subject co-ordination. The use of different teaching materials for the individualization of studies and the practice of co-operation. The integration of the planned sections in the complete plan for a school year.

The in-service training took the form of discussion groups for teachers. These groups met for 20 hours per annum, the time being divided into five half study days of three hours each during school hours and two meetings, each lasting 2 1/2 hours, during the teachers' spare time. The detailed planning of the studies and discussions for the three years took place in the discussion groups, on the basis of a centrally planned and compiled study package. An example is given in section 6.1.3 below to show how studies could be designed for the first year.

Timetable

During the school year 1966/67, experimental activities in connection with the first year's programme were conducted in individual schools in about 20 per cent of the municipalities of Sweden. As from 1967/68, the first year's programme began to be implemented by the majority of municipalities. Similar preparations were made in 1967/68 for the second year's programme, which commenced the following year, and preparations were made in 1968/69 for the third year's programme, which started in 1969/70.

The aim of the experiments was to provide documentation for the compilation of study kits. These kits were centrally compiled by experts engaged by the National Board of Education and the regional in-service training institutes. They were printed and purchased by the local education authorities and distributed to the teachers free of charge.

In this way the SOS project became primarily a material-steered in-service training project of a multi-media character. The material came to comprise

18 booklets
18 sound film strips
8 recorded tapes
1 film
3 study day manuals.

At the end of each year of the experiment, a two-day conference was arranged by the National Board of Education for the county in-service consultants, who were then to help the municipalities to organize the in-service training programme for the following year. Special information was transmitted to the county education boards, the municipalities and school management concerning the project via conferences and publications. Training courses each lasting for one week were arranged for discussion group leaders in a large number of places during the summer.

The discussion groups

The discussion groups were organized by teachers and principals in each municipality. Each group was led by a teacher who had been trained for the task in special summer courses arranged by the National Board of Education and one of the six regional in-service training institutes. The annual plans of the discussion groups were designed in such a way as to obviate the engagement of outside expertise.

Some 2.000 groups were organized and the same number of group leaders trained and appointed for the 38.000 class teachers. In a minority of instances, one and the same group leader could be in charge of more than one group. Each group comprised up to twenty teachers.

In most schools, three of the five annual study days were devoted to discussion group meetings. Apart from these study day meetings and the out-of-school meetings referred to above, studies involved the reading of set literature as indicated by reading lists in the study kit, as well as the planning and implementation of study practice, individualization tasks and co-operation tasks in the teachers' own classes. The most important reference book was of course the new school curriculum published in 1962.

It was up to the local education authorities to decide whether to devote study days to the activities of these discussion groups. By the summer of 1974, when the project was formally concluded, all 278 of the Swedish municipalities had arranged SOS in-service training in one form or another. Out of a total of 38.000 teachers, some 35.000 embarked on the programme, but only 17.600 of them completed all three annual programmes. Of the remainder, 10.700 followed the programme for two years and 6.400 followed it for one year. SOS kits are still being sold, however, and are used by teachers both individually and in groups. It should also be mentioned here that the SOS material is used for study day INSET activities involving secondary school teachers and for initial teacher training at teacher training colleges.

The limitation of the number of teachers completing the programme was partly due to a collision between the SOS project and two other major projects, the Delta project and the JET project (described below), which started somewhat later.

In schools where discussion groups were arranged on study days, teachers were obliged to participate. They received the study material free of charge and their fares were paid by the municipal authorities. No other remuneration was paid, however.

Apart from their three summer courses of one week, which were free of charge, the discussion group leaders were paid Skr 1.000 per group and year by the municipal authorities. It was also the responsibility of the local education authorities to organize parallel study day activities for teachers who were relieved of their teaching duties on the study days but did not belong to the discussion groups, e.g. handicraft, music and drawing teachers normally taking odd periods in the classes concerned. In many cases the county INSET consultants arranged joint study days for teachers of this category from several municipalities: this raised the additional demand for planning of the SOS programme at county level.

6.1.3 Example of a detailed plan for the use of the SOS package during the first year.

1st meeting The functional application of the teaching principles

a) The group leader introduces the package and describes its contents and structure. This gives the members a general view of the various sections to be covered the course of the year.

b) A film or sound film strip is shown containing excerpts from one or two lessons to illustrate the implementation of the teaching and learning principles of motivation, activity, concretion, individualization and co-operation in grade 3, where the ability range is fairly wide - a factor which can be taken as the starting point of studies and discussions concerning the design of follow-up programmes enabling each pupil to progress at his own pace.

c) Before showing the film/sound film strip, the group leader presents a number of questions drawing the attention of the members to the application of the teaching principles and then forming the foundation of their subsequent work.

d) The film/sound film strip is discussed afterwards. The questions are also discussed.

e) The package includes reading recommendations. These are discussed, but the school curriculum remains the principal reference book throughout.

2nd meeting Reading

a) Flash-back to the previous meeting. What demands were made on the teacher? The pupil? Give reasons for any shortcomings. How should these be remedied? How important, for instance, is the pupil's reading ability?

b) A sound film strip showing the development of reading ability, e.g. from the phonetic reading of individual words to the reading of a text, in which all stages of reading technique are presumed to be dealt with up to the stage of group reading within the class.

c) Examples of discussion points:
   1. Diagnosis - follow-up
   2. What information is particularly valuable to receiving teachers?
   3. The need for information checklists. The studies may lead up to the drafting of such checklists.

3rd meeting Reading comprehension I

a) How does one approach a text? A stepwise learning procedure is presented with the aid of concrete material.

b) The teachers are given previously devised exercises which they try out in their classes.

4th meeting Reading comprehension II

a) The teachers discuss the results obtained in their classes with the material distributed at the last meeting.

b) Continuing review of the stepwise learning procedure with reference to reading texts of different kinds.

c) The members produce exercises with reference to the material presented. These exercises are then tried out in the teachers' classes and/or in parallel classes.

5th meeting Pictures - words

a) How is the combination of picture and word to be utilized? A stepwise learning procedure is presented with the aid of a series of pictures.

b) Concrete study material (the exercises produced) is discussed.

c) For next time: prefabricated material or material produced during the 5th meeting is to be tried out in the teachers' classes.

With reference to the basic exercises presented, consideration will of course be given to questions with a bearing on the problem of how to construct exercises to suit individuals, pairs or larger groups. Co-operation between two or more subjects must also be constantly taken into account. Examples are also to be given of means of integrating exercises in a wider context.

6th and 7th meetings The teacher applies the teaching principles

a) The first film/sound film strip is shown once again, possibly together with items from other series of pictures.

b) The teacher works out sections of lessons involving, among other things the application of the teaching principles.

c) The teacher tries out the lessons in his own class.

Summary

a) Retrospect - summary - evaluation

b) Preview of next year's study work.

6.2 The Delta Project

6.2.1 Background and aims

The Delta project is another example of a study days project with centrally determined content. It was concerned with INSET for primary teachers and mathematics teachers. Unlike the SOS project it was subject-based. The general guidelines for the teaching of mathematics as stated in the 1962 curriculum for the new school had been drawn up on the basis of the experiments conducted between 1950 and 1962, prior to the Riksdag resolution which established the new school system. Later during the 1960s it was found that the teaching of mathematics was in need of further reform, in that the new mathematics ought to be introduced in the curriculum and in textbooks. This required INSET in the new mathematics. There were also other reasons for a revision of the 1962 curriculum. The new elementary school curriculum was published in 1969 and entailed, among other things, a reformation of the teaching of mathematics.

Like the SOS project, the Delta project emanated from an INSET symposium including persons responsible for INSET and teacher trainers from central, regional and local bodies. At this symposium it was agreed that the necessary INSET would cover questions of teaching method as well as the mathematics course outlined in the new curriculum.

Like the SOS project, this mathematics project was planned by the National Board of Education and the six regional in-service training institutes together with the county in-service training consultants. It was given the title "the Delta project".

The target group comprised all class teachers, remedial teachers and math-matics teachers in all the comprehensive schools. There were about 38.000 class teachers and remedial teachers and about 4.000 mathematics teachers. A secondary target group comprised other teachers in the compulsory school, teachers in schools of other kinds, headmasters and members of local education authorities.

The National Board of Education and the regional CTTD formed a central programme editing board, and co-operation was established with the Swedish Broadcasting Corporation and the Hermods Correspondence Institute with a view to the joint production of study material. The most important components here were two study books, one for the class teachers and one for mathematics teachers at secondary level. To these were added

12 TV broadcasts for all teachers
11 theoretical radio programmes for class teachers
12 theoretical programmes for secondary level
6 radio programmes on teaching methods
5 "Any Questions?" radio programmes for class teachers
6 similar programmes for subject teachers.

In addition to the programme editing board there was a central reference editing board comprising the teachers' associations, the teacher training colleges, educational researchers and professional mathematicians.

6.2.2 The structure of the Delta project

Timetable

The Delta project was planned on the same lines as the SOS project, i.e. it was to include regular study days and individual teacher studies. The latter were estimated at an average of 60 hours for class teachers and remedial teachers and 75 hours for teachers of mathematics. The plan was not fully complied with, however, because the project was carried out entirely on study days, after the Government had given permission for the teachers concerned to utilize 7 instead of the normal maximum of 5 study days per school year. Most of the discussion groups divided these 7 days into 14 half study days. The project was planned to continue throughout the school year 1969/70, e.g. the year preceding the introduction of the new curriculum in the comprehensive schools all over the country. In some parts of the country, the project continued throughout the school year 1970/71.

Experimental material was produced and tried out in 1968. TV and radio programmes were broadcast several times over during the school years 1969/70 and 1970/71. The local AV centres taped the radio broadcasts and provided the discussion groups and individual teachers with the services they needed.

The discussion groups

Two kinds of groups were arranged - one kind for class teachers and remedial teachers and the other kind for mathematics subject teachers. As in the SOS project, the discussion groups were each headed by a group leader, though this time no special salaries were paid.

Information concerning the programme was distributed in the form of printed material and via special "Any Questions?" programmes on the radio.

The study kit issued to the **teachers** included mathematics problems, and the teachers were invited to send their solutions to the Hermods Correspondence Institute for marking. Practically all of them availed themselves of this opportunity.

Practically every class teacher and remedial teacher at every level of elementary school took part in the Delta project. The participation rate among secondary level mathematics teachers was almost as high. The registered number of participants was in fact greater than could theoretically have been forecast, and it was found that many teachers who, for various reasons, were on sabbatical leave for the period during which the course was held nonetheless took part in it and were registered as members. It was also found that many of the secondary level teachers who had previously taken part in the mathematics training scheme for upper secondary teachers and were therefore not included in the Delta project target group also took part in the Delta project. Hermods distributed about 50.000 textbooks. Participation certificates were awarded to all those who sent in answers to all the problems for marking. The 10.000 or so people who bought or received textbooks but did not obtain participation certificates represent a strikingly large number of secondary level teachers, as well as persons

attending courses arranged by various adult education associations and parents' associations. A minority of these 10.000 non-respondents were trainee teachers, teachers at Swedish schools in other countries, teachers at Swedish-speaking schools in Finland and "interested members of the general public".

6.3 The JET project

6.3.1 Background and aims

English was made an obligatory subject in grades 4-9 of the comprehensive school in 1962. Grades 4-6 belong to the class teacher level, grades 7-9 to the subject teacher level. As mentioned earlier, one of the problems posed by the introduction of the new school system was that English had not been included as a teaching subject in the training previously undergone by class teachers, but the majority of class teachers taking grades 4-6 made their own further training arrangements and qualified as English teachers. The problem was reiterated in 1969, when the revision of the elementary school curriculum extended English studies as far down as grade 3. Most of the teachers taking grades 1-3 lacked the formal qualifications for teaching Englisn, since the subject was not included in the basic training of this teacher category until 1968.

The National Board of Education, which was responsible for the revision of the curriculum, estimated in 1968 that 2.000 teachers taking grade 3 would have to obtain qualifications for teaching English in order for English studies to be possible in this grade. But the teachers themselves wanted a far larger number to be admitted to this form of INSET. In its budget plans for 1970/71, the year in which the INSET was planned to start, the National Board of Education therefore requested money for the training of 6.000 teachers (approximately half the total number of teachers in grades 1-3) who at that time lacked the formal qualifications to teach English. When the training course began, no less than 11.000 teachers, i.e. practically all the teachers eligible, enrolled. The teachers' associations secured permission for all of these applicants to participate, even though not all of them had the initial qualifications originally stipulated, viz two years' upper secondary education after leaving

6.3.2 The structure of the JET course

In April 1969 the National Board of Education appointed a working committee to collaborate with the Hermods Correspondence Institute and the Swedish Broadcasting Corporation in compiling the printed and broadcast material for the course. This working committee comprised four writers, and the intention was for the material for the first year to be printed and ready for distribution by the autumn of 1970.

The name of the course, JET, stood for Junior English Teaching. The teachers worked in discussion groups, some of which were led by specially trained teachers.

The JET course was planned to last for about 95 hours. This time was to be divided into 10 study days and a 35-hour course. The latter could be held in the evenings or during school holidays. Studies were to extend throughout two school years. The participants were to be divided into two sets. The first of these was to follow the course during the school years 1970/71 and 1971/72, the second during the school years 1971/72 and 1972/73.

The project included the following achievement tests:

2 pronunciation tests, one of them diagnostic
2 essay examinations
1 tripartite, centrally compiled final examination.

To qualify from the course, teachers had to pass the pronunciation test and the final examination.

The model thus planned was adhered to for the most part, but it was found that some of the participants needed more time than had been bargained for, i.e. more than four terms (two years). A fifth term of studies was arranged for their benefit. These extra courses were attended by about 170 persons in the autumn term of 1972 and by about 290 in the autumn term of 1973. Some 110 participants reported that "for special reasons" they had been unable to follow the regular course of studies, and a three-week course was arranged for them during school holidays. As a result of these extra arrangements, the project continued into the school years 1973/74 and 1974/75.

The INSET managers and English INSET consultants from the county education boards helped in many ways in the organization of courses and examinations in the municipalities and in schools. Counties which did not have special INSET consultants for English teaching were obliged to appoint special JET experts to provide participants with the services they needed.

The first final examination was held as early as February 1972. Examinations were also held in May 1972 and May 1973. Persons who did not pass on these occasions were given the opportunity of a new attempt in September 1972, February and September 1973 and February, May and September 1974. The February tests in 1973 were also open to the second set of JET trainees, i.e. those teachers feeling that they had already mastered the content of the course after three terms were given the opportunity of showing as much. It would seem, however, as though many of the entrants in this test regarded it more as a means of "getting their hand in" for the test in May.

The teachers also had to pass the pronunciation test in order to qualify. Normally the candidates had to record a tape, which was then posted to Hermods for correction and remarks. Those who failed this test were given a second chance.

The JET project was instructive in more ways than one to all those concerned with INSET, not least by reason of the problems which were constantly arising and which had to be dealt with. The authors of the study material, originally four in number but eventually reduced to three, formed part of a central editing committeewhich included two producers from the Swedish Broadcasting Corporation and a representative of the National Board of Education. Hermods Correspondence Institute, on the other hand, had no permanent representative on this editorial committee. The central editorial committee discussed the content of the material and questions of media selection. The authors worked according to the guidelines agreed on. Manuscripts were put into production after they had been approved.

A two-day conference in the autumn of 1969 and another in the summer of 1970 gave the English INSET consultants an opportunity of inspecting and commenting on the material. The production of the radio and TV programmes was affected by a serious shortage of time. There were

presumably several reasons for this. For one thing, the Swedish Broadcasting Corporation did not receive the additional annual vote of Skr 550.000 which it had requested for the JET project. Consequently the school broadcasting languages unit had to produce the material for JET on top of its regular duties. The Corporation was also obliged to cancel a number of scheduled schools broadcasts in order to finance its work for JET.

Various problems arose in connection with the radio broadcasts. The programmes were broadcast twice, firstly en bloc and secondly on study days. The intention behind the en bloc transmission was for the municipal AV centres to record tapes which the teachers would then be able to use on study days and during their spare time.

The AV centres do not appear to have had the resources to record sufficient numbers of tapes of the various programmes, and the teachers complained that there were not enough tape recorders available for them to borrow.

Thus the study material produced was of a multi-media character. It comprised:

2 study books
2 books about methods and practical language skills
1 phonetics book
2 textbooks
2 course programmes
78 radio broadcasts
10 TV broadcasts, of which 8 were concerned with methods.

Teachers who did not participate in the course but who took and passed the final examination were awarded special grants towards the cost of their private studies.

7. CASE 4: THE EVALUATION OF INSET PROJECTS

7.1 General procedure

The central responsibility for INSET activities in the country as a whole is vested in the National Board of Education, which includes a special bureau for this purpose. The Board operates within the financial frames and with the general direction of policy determined for one year at a time by the Government and Riksdag. These frames and this direction of policy are in turn based upon proposals submitted by the National Board of Education both on an annual basis and in a five-year plan known as the long-term budget.

As was made clear in the preceding section, however, the actual conduct of INSET is the concern of local and regional authorities, and it is above all these authorities which, together with the Board, analyse INSET requirements and determine priorities. Consequently the main responsibility for the continuous evaluation of INSET courses rests with these local and regional authorities. Minor courses, such as week-long courses during school holidays, are evaluated in the traditional manner, by means of a questionnaire to be completed by participants and leaders, and the six regional CTTD hold regular conferences to discuss the experience gained from the total range of courses.

Above all, however, **experiences** are summed up and new INSET requirements analysed at the conferences regularly arranged by the National Board of Education for INSET staff from the regional institutes and county education boards together with representatives of the teacher training colleges.

Not all this evaluation is internal, however. A completely external evaluation was carried out in 1974 and 1975 by the National Audit Bureau (RRV), a national authority whose task is to examine the use made of national government funds by **various** public bodies, including the school system. The RRV inspected the use made by the National Board of Education of the Government allocation for INSET. This inspection included an analysis of the three major projects - SOS, Delta and JET - mentioned above.

7.2 Inspection of the SOS, Delta and JET projects

The RRV reviewed the plans, decisions and other documentation referring to the three projects in terms of 1) goal achievement, 2) cost and 3) efficiency.

The RRV investigated goal achievement by sending a questionnaire to a sample population comprising 5 per cent of those who had taken part in the three projects, i.e. between 2.000 and 2.500 persons per project. State and municipal expenditures were calculated from available policy documents and aggregated. Efficiency was assessed via an assessment of goal achievement in relation to total expenditure.

Goal achievement

The RRV summarized its analysis of the participants' replies as follows.

"The evaluation suggests that, to a certain limited extent, the persons taking part in the SOS project have acquired additional skills and insights of the kind mentioned in the goal defined for the project. The project also represents a very ambitious attempt to explore curricular goals which are not specifically bound up with individual subjects. The SOS material still retains some of its relevance today. Altogether some 35.000 teachers took part for some period of time, but little more than half that number completed the training, due among other things to a collision with the Delta project.

"The Delta project appears to have been an effective preparation for the teaching of mathematics according to the new syllabus, above all through the medium of subject studies and to a lesser extent with respect to teaching methods. Some 40.000 teachers took part.

"Practically all those taking part in the JET project qualified as teachers of English. JET has been followed by about 12.000 teachers and about 10.000 qualifying certificates have been awarded."

Costs

The RRV has the following to say on this point in its report. "It has proved exceedingly hard to ascertain the costs of the three projects,

but the following expenditures have been reported or calculated in various ways.

"State expenditure directly occasioned by the SOS project has been quoted by the authorities concerned at about Skr 4 m. To this must be added the cost of staff from the National Board of Education, for example, and INSET consultants whose duties have involved them in the project without any demands being made on the funds specially allocated. Costs of this kind have been estimated at about Skr 2.9 m. Salary costs for the teachers taking part can be estimated at about Skr 42.3 m., but these costs relate to time which could have been devoted to INSET in any case (study days).

"Municipal expenditure, above all on material and the salaries of discussion group leaders, can be estimated at about Skr 8.7 m. Thus the total cost of the SOS project can be estimated at approximately Skr 15.6 m. or - including salary costs for the participants - Skr 57.9 m.

"Direct State expenditure in connection with the Delta project has been quoted at approximately Skr 1.1 m. Additional costs as per the above can be estimated at about Skr 0.7 m. The salaries of the participating teachers can be estimated at about Skr 48.3 m. (cf. supra). Municipal expenditure, above all in the form of material costs, has been estimated at Skr 1.5 m. Thus the total cost of the Delta project can be put at Skr 3.3 m. or - including teachers' salaries - Skr 51.6 m. approximately.

"Direct State expenditure on the JET project has been quoted at approximately Skr 15.8 m. Additional costs have been estimated at Skr 15.8 m. and the salaries of the participating teachers at about Skr 17.3 m. (this project included only a limited proportion of study day time). Municipal expenditure has been estimated at Skr 0.5 m.

The JET project is therefore estimated to have cost a total of Skr 17.8 m. or (including the cost of teachers' salaries) Skr 35.1 m."

Efficiency assessment

Efficiency cannot be unambiguously determined, because any definition implies a statement of the value of the results. The RRV observes as follows.

"The investigations conducted in the auditing process indicate that the goals of the SOS project have been achieved to a limited extent only, but that the project has had substantial effects for a long period following its conclusion, since the study material is still being used by the teachers. Only just over half the target group complete the project. State expenditure appears to be of reasonable proportions. while municipal expenditure can be described as remarkably high, due among other things to the special salaries received by the discussion group leaders. One might therefore be led to conclude that the efficiency of the SOS project could have been greater. On the other hand, allowance must be made for the difficult problems involved in this particular project.

"The goals of the Delta project have to a very great extent been achieved and the entire target group has participated in the project, but the investigation can hardly be said to have revealed any substantial long-term effect.

"State expenditure was remarkably low, and the costs incurred by the municipalities were also low. This would seem to suggest that the efficiency of the Delta project has been good.

"Goal achievement has also been high in the JET project, insofar as the majority of participants have qualified. A more substantial lasting effect than the participation certificates awarded can also be observed to some extent. Although nearly half the target group did not take part in the JET project, the project can be said to have resulted in a larger number of qualified teachers than was needed. ..... For financial reasons and in order to gain time, the organizers were prepared to accept a level of about 2.000 teachers, which would have been sufficient for the volume of teaching involved. In response to requests from the trade union organizations and individual teachers, the planned number of participants was increased to about 6.000 teachers. The actual number of participants was almost 12.000, which among other

things meant that a number of teachers with inferior previous qualifications took part in the course and had difficulty in following the instruction. However, the figure of 12.000 does not reflect any true goal, but the circumstances accompanying the JET project in these respects would appear to be beyond the scope of the present assessment.

"State expenditure in the JET project can be described as relatively low and municipal expenditure as very low. All factors considered, the JET project can be said to have been acceptably efficient on the whole."

This efficiency assessment by the RRV is based on the degree of goal achievement and on State and municipal expenditure as per the following summary.

	SOS	Delta	JET
Goal achievement			
qualitative	doubtful	yes	yes
quantitative	doubtful	excellent	acceptable
Expenditure			
State	reasonable	remarkably low	comparatively low
(Municipal)	(high)	(low)	(low)

8. CASE 5: THE PLUS PROJECT

8.1 Background and aims

All Swedish school managers (headmasters and directors of studies) will be undergoing training at some time or other between 1976 and 1983. This training will be based on a Plan for the Training of School Management (Swedish abbreviation: PLUS). According to this plan, school managers are to begin with a course of basic training spread out over a two-year period, after which they are to participate in regularly recurring in-service training activities.

The PLUS project started in 1972 with development work conducted under the auspices of the National Board of Education by a group of experts at the regional CTTD in Linköping. This work resulted in the above mentioned plan, which was completed in 1974. The proposed training was run on an experimental basis in two regions during the school year 1974/75 and then continued in one more region during the school year 1975/76.

Over the years, the role and duties of school management have come to be viewed in a different light. Whereas formerly it was above all concerned with planning, organization and management, this role has now been expanded to include the development of school activities generally. Manager development in the PLUS programme is regarded as one of many factors in the development of an organization.

The purpose of this school management training is to contribute, indirectly, towards an improvement of goal achievement in each individual school. This indirect contribution is made by helping the school manager to develop a form of leadership which implies the development in his school of greater social interaction between its members and between the school and its surroundings, as well as greater educational efficiency and greater democracy in the internal work of the school.

The PLUS programme is aimed at demonstrating the opportunities existing today for the development of activities in Swedish schools, and also at making each school manager aware of the need to develop his own school.

The leadership of a modern organization like a school demands a great deal of self-knowledge, emotional maturity and capacity for self-renewal on the part of the leader. None of these qualities can be developed to any great extent by dint of private studies: They have to be developed in contact with others.

Above all this training is designed to highlight three aspects of the role of the school manager:

. democratic leadership
. administrative leadership
. educational leadership

Among other things, school management training is aimed at the reinforcement of communications between school officers. Informative communication is not enough. The school personnel must also be engaged in a development of activities based on the following premises.

. Each school presents a unique situation and therefore has its own specific problems. There are no standardized solutions to these problems. Instead they have to be analysed and dealt with on the spot and in keeping with the particular conditions applying at the school concerned.

. Each individual school aims at goal achievement, and interest within the organization should therefore focus to a great extent on the development of the processes active within the school, e.g. the processes of problem solving and decision-making.

. It is also essential for the persons affected by the various processes to be genuinely involved and for this involvement to be conducive to individual development. The fulfilment of social needs, such as the need to be appreciated or the need to experience satisfaction, is not enough. People want their work to give variety, development and responsibility. They want to be able to grasp the interrelationship of all the various parts of an activity. Their work must be meaningful.

. The totality of school life needs to be captured and given some kind of structure so that the transformation of the organization can be followed. It will then also become possible for the persons active in

schools to adopt standpoints concerning the direction to be taken by the process of change.

The following are urgent problem sectors within which school management training can lead to a development of activities.

a) A review of the organization of activities in order to devise methods of work, responsibility and resource allocation, improve the flow of information and streamline the machinery of co-operation.

b) The promotion of social development by the construction of working methods catering for the dual aims of schooling (i.e. social and cognitive development) and through efforts to improve relations between individuals and groups or through the transfer to pupils of a greater share of responsibility for school activities.

c) The development of teaching processes via development work on subject teaching methods or via the encouragement of educational debate and educational planning.

d) Contribution to the development of individual persons, through the creation of in-service training programmes with specific aims or through an alleviation of the work load of those who cannot cope with the demands entailed by their work situation.

e) Closer co-operation with the surrounding community with a view to the more efficient utilization of resources, more realistic instruction or closer mutual understanding between schools and society at large.

8.2 The organization of the PLUS project

The National Board of Education is responsible for the planning, conduct and further development of school management training. The PLUS programme has been rooted among those whom it concerns, via a consultation group within the in-service training management body. This consultative group comprises representatives of associations of local authorities, personnel organizations, school inspectors and the in-service training departments of teacher training colleges.

The direct management of the PLUS project is vested in a permanent working committee at the regional CTTD in Linköping. This committee is directly responsible for co-operation with the training teams conducting the school management training in eight joint areas, into which the country has been divided for this purpose.

The nuclei of each team comprises a team leader, appointed by the National Board of Education, together with school inspectors and representatives of the county branches of the associations of local authorities from the counties sharing a training team. The teams are able to co-opt additional educational expertise if necessary.

Between 1976 and 1983, school management personnel in the eight joint areas will be undergoing a course of basic training spread out over a period of two years. This training starts during a spring term, continues during the following school year and ends in the autumn months of the third school year. During this period the school managers attend brief training courses lasting for a total of 25 days. The home periods between these courses are the most important parts of the basic training, because the school manager then tries out the observations, methods and techniques he has studied during the courses in the context of his everyday work, with the assistance of his colleagues.

Course periods

The training teams in the joint areas summon the school managers on one or two occasions to attend courses lasting between two and five days. Short recurrent courses within one and the same training programme reinforce the intended emphasis on the study work to be done by school management in their own working surroundings.

The working methods which the school managers encounter during the courses must imply an indirect form of training. By testing varied and activating working methods, school managers will become better equipped to cope with their own duties of guidance in everyday school work. Their own training will provide them with opportunities of experiencing how the choice of working methods indirectly contributes towards or detracts from the attainment of a predetermined educational purpose.

. Home periods

During the home periods, the school managers work on the central content of the training in the context of their own schools. Home period studies need to be adjusted to the varying experience of different school managers and to the conditions applying in different municipalities. Moreover, firm planning is needed for the co-ordination of study work. The main responsibility for this planning is vested in the local chief education officer together with the participants themselves, the assumption being that the chief education officer will receive support and assistance from the local education authority and the national school inspectorate. The entire training team should realize the joint responsibility implied by their motivating and stimulating contacts with the collegues during the home periods. These contacts may take the form of private talks or local meetings.

The main concern of the representative of the local school board is to ensure that, during their home periods, school managers are given opportunities of contact with other branches of municipal administration, not least those branches with which school management and other persons concerned with school activities have to collaborate. The main purpose of these contacts is to facilitate more effective partnership by acquainting school management with the working conditions of other public institutions.

The chief education officer is responsible for various meetings during the home periods, and it is his duty to help school managers to establish contact with other public bodies and to give them active support in making time available for their studies during the home periods. The chief education officer is also a contact man between school management and the training team, and it is up to him to encourage the school management in their study work by his own active participation in various connections. The chief education officer should regard his membership of the training team as a form of training for his own benefit concerning his general responsibility for school development. Moreover he should also be responsible for the

indirect utilization of the basic training of school management as a source of information to the members of the local education authority concerning school activities.

During the home periods, the school managers meet in their municipal groups in order to discuss and analyse current training material and to study certain tasks and problems together. The home periods are dominated by co-operation between the school managers and the members of their own schools.

Relief measures

Basic school management training demands relatively extensive studies during the home periods. It is therefore essential for resources to be made available whereby school management can be relieved of their duties for part of their period of basic training.

Resources of this kind can be used to reduce the teaching duties of school management, or for a temporary reduction or reallocation of management tasks. For example, a member of the teaching staff could be offered reduced teaching duties and a special salary arrangement in return for assisting in or completely taking over work connected with the planning of study days, parents' meetings, internal and external information, pupil welfare conferences or certain administrative duties.

The exact relief arrangements to be made are a question to be decided between the school management team, their colleagues in the individual school, and the local education authority.

8.3 In-service training

On completion of their basic training, school managers are offered various forms of in-service training. The training team co-ordinates the in-service training activities of different interested parties within each joint area by ensuring that

a) the content of the completed course of basic training is followed up and geared to various in-service training facilities,

b) various in-service training activities are influenced by the forms of activity and working methods presented during basic training,

c) in-service training measures are aimed at a consensus of opinion regarding the continuous development and renewal of schooling.

INSET for school management can be provided at county days, local days, special days and teaching team days.

County days

County days are intended to cater for the need of more detailed studies concerning innovations in the school sector and particular aspects of the total picture of school activities acquired in the course of basic training. The main emphasis of in-service school management training is on county days. Courses in this connection are organized by the county education boards, which are expected to acquire a greater degree of responsibility for educational development.

Local days

Local days are a municipal responsibility and can be arranged either in a single municipality or on a joint basis by the municipalities comprising an upper secondary school region. The local education authority and chief education officer are directly responsible for INSET activities. Local days are conducted with the assistance of the training team for the joint area concerned.

. Special days

Differences between the duties of individual school managers call for a differentiation of INSET for a limited number of special days.

This differentiation may distinguish, for instance, between managers of special schools, municipal adult education, schools in thinly populated areas, schools in municipalities with large immigrant populations and so on.

. Teaching team days

It is vital for the school manager to participate to the greatest possible extent in in-service training arrangements for teaching staff.

He should do so together with members of his own school.

. Optional in-service training

It is also important for school managers to be offered some form of optional in-service training.

Training of this kind may take the form of limited academic courses, studies in the community at large, or travelling scholarships.

8.4 The content of basic training

In order for the school manager to be able to develop his practical preparedness, it is proposed in the plans for basic school management training that he should reflect upon three general themes: school activities and their surroundings, their conditions and their development.

. School activities and their surroundings

Under this first heading the school manager considers his own ideas concerning the views which individual members of the school community have of their lives and their situations. He approaches this subject via conversations and via his own direct experience of being in different social positions.

The school manager scrutinizes his own basic views and those of his colleagues and compares these ideas with practical educational policy.

The interaction between school and the surrounding community is considered and emphasis is laid on the principle that school must never be viewed in isolation but is always to be seen as an integral part of the community. This naturally prompts the question as to how school activities, being an integral part of society, can be co-ordinated and associated with other aspects of social life. Efforts are then

made to find ways in which co-operation of this kind can help schools to derive benefit from the extensive experience which is gained elsewhere in the community - and ways in which pupils can learn from that experience.

Thus the training is intended to give an updated and more detailed presentation of social affairs and working life.

The final main component of the section entitled "school activities and their surroundings" is concerned with "democratic leadership in school". Swedish school managers are responsible for the leadership of activities whose principal aims include the safeguarding of future democracy through the upbringing and development of young citizens.

Democratic activities call for democratic leaders. School managers are therefore required during their basic training to make personal decisions concerning the meaning of democracy and the dimensions of democratic leadership to which they attach most importance.

. School activities and their conditions

The second overriding theme - "school activities and their conditions" - deals with people, goals, frames and environment. The conditions of school activities are determined by relations between these four basic factors. By way of a summing up, consideration is finally given to "administrative leadership in school".

The main component entitled "people" is above all concerned with social psychology. The school managers examine and appraise their own views of humanity and their own modes of action and reaction in relation to other people. During the course, consideration is also given to the reasons for human resistance to change.

In the main component entitled "goals", the school managers work on various techniques for the analysis of goals of activities in their own schools. During this work they try above all, together with the members of their schools, to arrive at syntheses of goals and motives of school activities. These syntheses are based on value analyses which the school managers and their colleagues carry out in their own schools.

School activities must be constantly adjusted to the frames applying to them. The physical environment and the organizational, legal and financial government of **schools** are components of training which serve to broaden the school managers' knowledge and help them to arrive at their own decisions of principle. During basic training the emphasis is on making school managers aware of the structure of these frames and of the problems which they can generate either individually or together.

As a synthesis of the main section "school activities and their conditions", consideration is given to administrative leadership. In this main section the school managers study various planning techniques and administrative methods and proceed to apply them. The techniques and methods concerned are those which make it easier for schools to cope with the various frames and which liberate resources for creative development work.

. School activities and their development

The school management team at each individual school is responsible for educational leadership there. In its educational leadership, the school management team is responsible for ensuring that initiatives are taken where development processes materialize. It is also responsible for ensuring that these processes can survive and lead to changes in school life. To prepare him for this type of responsibility, the school manager is enabled during a course period to study the development philosophies relevant to school life.

There is little prospect of the initiative towards the development of a school being transformed into life-giving development work if it is presented solely on the conditions dictated by the school management. In order for an initiative to be convertible into real development work, school managers have to be able to apply the principles of two-directional communications.

In order for the development process to be kept alive, people in schools must also be able to

. command a total view of their own schools and what goes on there

. identify the problems occurring there

. mobilize suggestions regarding solutions to the problems which are seen to exist

. put these suggestions into practice.

To improve their ability to deal with these tasks adequately together with other members of the school community, school managers are introduced to various more systematic methods of observation in the main component entitled "the analytical process". During the home periods, the school managers and their colleagues undertake a critical appraisal of the manner in which they and others utilize these methods.

General assessments by the school managers of activities in their own schools form the basis of a selection of urgent development work in their own schools. This development work begins during the final home period of the basic training course. In the main component entitled "the guidance process", the school managers prepare their attempt to initiate development work by penetrating one or more of the strategies which exist for the development of individuals, groups and organizations.

In this connection, critical consideration is also given to the role of the school managers themselves as the authors of change in schools. The aim of this critical consideration is to see whether the school manager acts as a sovereign problem solver, as a participant on more equal terms in the problem solving activities of a working group, or as a functionary placing various practical conditions at the disposal of problem-solving delegations.

8.5 The content of in-service training

The subject matter proposed in the three main sections of the basic training is extensive, and a great deal of it therefore requires closer consideration during in-service training.

Since the content of basic training is jointly selected by the participants and their tutors, the selection of subject matter for in-service training must be variable from year to year and from one

joint area to another. In the first instance, county days should be used as an opportunity of enlarging on basic training. Sections for closer study with reference to basic training are to be jointly selected by the school managers themselves and the training teams, priority being given to the needs which the school managers have experienced in their everyday work.

During the next few years, the work done by surveys and commissions etc. will lead to the codification of instructions concerning the development of school activities. Work is also in progress at the National Board of Education on a review of the curricula. This work will provide school managers with a source of topical material, so that one of the important ingredients of in-service training will be the presentation, discussion and investigation of innovations in the school sector. The main responsibility for determining the innovations in this sector to be presented to school management rests with the National Board of Education.

Further material for in-service school management training is provided by new educational ideas, research findings and questions concerning subject methods. Suggestions regarding suitable in-service training material will also be derived from the problem inventories compiled by school inspectors and chief education officers.

Other interested parties should also put forward suggestions regarding appropriate subject matter for in-service training on the basis of their own direct contacts with schools.

8.6 Remarks

The full implementation of the PLUS project is conditional, among other things, upon the allocation by the Government and Riksdag of the funds which the National Board of Education has requested for this training. This question has not yet been decided (March 1976). It is also in the nature of the project that the plan and the content of training may have to be altered in the light of successive experience.

The in-service training of school management which is planned to follow the basic training with its course periods and home periods should be seen as the prelude to the incorporation within the school

SECTION III

CONCLUSIONS

9. FINDINGS AND PROSPECTS

9.1 The definition of INSET

As has been shown in the preceding chapters, for practical reasons INSET must take the form of courses and programmes of clearly limited duration and content. This must not be taken to imply that INSET is something apart from the daily work of schools. INSET is part and parcel of the general duties of the teacher. Even when it takes the form of personally beneficial studies in free and voluntarily chosen courses, its purpose and raison d'ētre still concern the improvement of school activities.

This raises the question as to whether INSET can be entirely based on individual preferences and initiatives. The Swedish INSET system accommodates various forms of free and voluntarily chosen studies of this kind, but quite obviously these have not been considered sufficient. They have to be supplemented by national policy-oriented programmes for the support of urgent educational reforms. This means that INSET derives a broader content from the progressively clearer relation of activities to necessary changes in the educational field and in society at large. There is now a clearer interaction than there used to be between INSET and school work.

The INSET concept also has to be expanded in another sense. INSET must not be confined to teachers, even though teachers, quite naturally, are the **largest** and most important INSET target group. The Swedish INSET system also includes short courses for school doctors, school nurses, school psychologists, welfare officers, study and vocational guidance personnel, school canteen staff, school librarians, AV personnel and certain other non-teaching personnel categories.

This widening of the INSET concept also implies that there may be **reasons** for the joint attendance of courses and conferences by teaching and non-teaching personnel. Often this practice is limited to individual schools, where different personnel categories meet in order to arrive at a common solution of certain problems which are not confined to particular subjects, classes or pupil categories.

9.2 Who identifies, analyses and determines the need for INSET?

Quite naturally, the experience and assessments of INSET needs by teachers themselves will remain the most important foundation for INSET activities. Nowadays, however, this is combined with assessments from other sectors of society besides the education sector and from other school personnel categories as well as teachers.

Teachers are always liable to take too narrow a view of their task. They are liable to confine their attention to a particular class, subject or pupil category. Sometimes new subjects are introduced in schools without any initiative from the teachers. The new addition to the curriculum may have resulted from policy measures instigated by wider interests in the community. Social development can also lead to schools having to cater for newer or wider student categories. In recent years this has applied above all to secondary level, where teaching can no longer be adapted to a limited and select minority. It has also applied in recent years to other subjects besides the traditional school subjects, e.g. technical and vocational subjects.

Irrespective of whether they are identified by teachers or others, INSET needs have to be closely analysed and specified. INSET requirements are an expression of development requirements in school and society. This in turn reflects the values aspired to with regard to the individual and society.

This brings us on to the next question. If INSET requirements have been identified by teachers and others, and if the requirements thus identified have been analysed not only by teachers but by others as well, who is ultimately to determine the organization and content of INSET activities as a whole? Everything seems to indicate that INSET activities which are financed out of public funds need to be backed up by planning at central, regional and local levels and that this planning demands machinery, an administration. The organization described in the previous chapter is one example of the way in which machinery of this kind can be built up and made to operate.

From beginning to end it should be emphasized that machinery of this kind can never assume full responsibility for INSET. Apart from the public and communal interests behind in-service training (whether they have been identified professionally by the teachers or politically and administratively), there is always the need for individual teachers to improve their knowledge and develop their personal resources with a view to their activities in school. In other words, INSET requires quite a considerable free sector. Resources should always be available for this free sector, e.g. in the form of scholarships, study leave, sabbatical years, study trips etc.

INSET can thus be said to rest on professional and political foundations. This points to two main categories of requirements, both of which have to be provided for. The first, professional requirements, can be identified, analysed and established by individual teachers and teachers' associations. The second, requirements of educational policy, is by no means the prerogative of teachers or teachers' associations. In this context the teacher is just another citizen. Investments and priorities here have to be determined by political bodies. Of course, these bodies cannot determine the detailed structure of INSET. In this respect responsibility once again reverts to professional educational bodies, which however include not only teachers and their associations but also educational administrative authorities, INSET institutions and INSET experts. In Sweden a great deal of responsibility in this respect has devolved on the NBE's INSET Bureau, the six regional INSET institutes and the INSET experts attached to the 24 county education committees. Experts have also been appointed at local level to organize INSET activities.

9.3 The INSET machinery

If, then, we conclude that INSET requires machinery or an organization, what is this organization to look like? What people are to participate and what are they to do?

The structure of the Swedish system can seem hierarchic and centralized. In the centre we have the NBE and its INSET Bureau. The NBE, which more or less corresponds to the administrative department of any other country's Ministry of Education, does not of itself determine the political premises and the necessary priorities, but it is the authority within which INSET requirements are collected, identified and analysed. The NBE proposes resource frames and INSET programme priorities within those frames. The Government then instructs the NBE, within the resource frames determined by the Riksdag, to organize INSET activities. The INSET tasks initiated and determined by the Government itself are then added to the proposals presented by the NBE.

Thus the position of the NBE's INSET Bureau as the spider in the web does not imply that this Bureau dictates and controls INSET activities in detail. The NBE comes at the top of a hierarchy. The subordinate bodies, in descending order, are: 1) the six regional INSET institutes, 2) the 24 county education committees and 3) the 278 LEA's. This structure does not, however, imply the authoritarian dictation and control of activities by the NBE by a species of unilateral communication. The NBE is the point at which local, regional and central interests converge, where teachers' INSET requirements are identified and analysed, together with the INSET requirements broached by political bodies. Thus the Swedish INSET structure should be seen as an attempt to strike a balance between the development requirements defined by public interests and those which are defined professionally. The organization is thus a machine designed to serve the grassroot requirements of teachers as well as the reforming activities generated by education policy. The difficult question is whether Sweden has genuinely succeded in striking this balance between different interests.

No categorical answer can be given to this question. The answer depends on the values presupposed by the person who asks the question and on the ultimate goals of schooling and education. In Sweden the years between 1950 and 1970 were heavily dominated by the pre-eminently political process of reform whereby a system of parallel and collateral schools was superseded by a universal, comprehensive elementary

school followed by an integrated upper secondary school. Sweden has played a leading part in this transition process, which has also been mooted within the education systems of most western European countries during the post-war period. Consequently Sweden has run a series of risks which other countries have been able to negotiate on the strength of more ample experience. The main point for present purposes, however, is that this transition would not have been possible in Sweden without strong central leadership. Political stability made it possible for certain aspects of social development to be planned for considerable periods ahead. This was the case with the reform of education, among other things, which took two decades to complete. The establishment of an INSET machinery was part and parcel of this process. Thus a deliberate and clear education policy is conducive to the establishment of a consistent INSET organization. In the absence of such a policy, INSET is unlikely to have a plain structure and clear contours.

9.4 Institutional and policy-based INSET

Thus the organization of INSET activities is determined by the degree of policy orientation which characterizes the development of the school system. Simplifying matters somewhat, we can say that there are two kinds of INSET organization. In one of them activities are determined by being conducted within and through permanent INSET institutes. These institutes often have a clear professional profile and a fixed personnel. The personnel define INSET requirements and offer a selection of courses which the individual teacher can utilize or not, as he pleases. This type of INSET organization can be termed institutional. It occurs in the majority of western European countries. The type of INSET to be provided is mainly determined by the arrangers of the courses. The participant chooses from the courses available.

The other kind of INSET organization can be termed policy-based and is founded on the principle that INSET resources are to be used for certain predefined INSET requirements. Policy-based INSET is dependent on the general goals of education, be they centrally or locally defined. Resources are made available for INSET, there are a number of institutions which can provide the courses commissioned by the responsible

body. Thus policy-based INSET is a goal-determined activity whereby institutes, municipalities or other bodies undertake to organize certain courses in return for payment.

Policy-based activities in their extreme form would appear to be unusual. Even when a task is defined, the institution or school undertaking the task is usually given a great deal of liberty. The task itself is given a fairly generalized definition in terms of goals and direction. Content, forms and detailed structure are left to the institute etc to decide. This liberty to determine the internal structure of activities is one of the prerequisites of their adaptibility to the needs of different teacher groups and schools.

Probably no education system exclusively employs either of these two kinds of INSET organization. The interesting point is the balance between the two. The more the development of the school system comes to be regarded as a general political issue, the greater the element of policy-based INSET will become, because this type of INSET can be steered in accordance with current goals of educational policy. Institutional INSET is far more independent of this type of control.

If we now accept that INSET is steered or dictated to some extent by consideration of educational policy, how should this steering proceed? The description of INSET in present-day Sweden given in the previous chapters shows that, to all intents and purposes, INSET is policy-based, i.e. subordinate to goals of education policy. There are two circumstances which should then be made clear. The first of them is that there still exist free and voluntarily chosen INSET activities, i.e. institutional INSET, side by side with the policy-based INSET activities which have emerged in connection with the reforms of recent years. It should also be noted that not even policy-based INSET is controlled in detail. The policy basis of these activities is manifested by the fact that certain types of INSET are given priority and organized at national level.

Policy-based INSET has also come to be mainly confined to the five annual study days and to individual studies and group studies in

connection with those study days. Study day activities are compulsory for teachers. (The alternative is to take one's lessons, which for practical reasons is often impossible, because study days have to be co-ordinated for several teachers at a time.) Study days account for the greatest volume of INSET expenditure in Sweden. The direct antithesis of these study days in Sweden is provided **free by INSET**, which teachers can undergo during study leave and where they have a fairly free choice of subject and form of study.

An intermediate form between these two types of INSET is provided in Sweden through the INSET courses, lasting from 1-4 weeks, which are usually arranged during school holidays. These courses are voluntary. Participants have their fares and accommodation costs paid for them, but they do not receive any other payment. Most of these courses are arranged by the six regional INSET institutes under the auspices of the NBE. They are thus institutional, at the same time as they are policy-based as a result of the NBE giving priority to a certain kind of INSET.

Another difference between institutional and policy-based INSET activities concerns their flexibility. In the former type, resource needs and resource demands are for the most part fixed in terms of permanent appointments and premises. In the latter type, personnel are engaged ad hoc and courses are held in schools and other available premises. But even a flexible INSET organization demands a minimum of permanent staff.

A certain difference has been observable in Sweden between the content of institutional and policy-based INSET. The former is pre-eminently subject-oriented. The latter can be subject-oriented but is often problem-oriented or interdisciplinary. Of the Swedish case studies presented in the previous chapters, the SOS and PLUS projects are problem-oriented and interdisciplinary. The same applies to INSET concerning the sex roles, the internationalization of education and computer-based instruction. The Delta (Mathematics) and JET (English) projects, on the other hand, are subject-based.

Regardless of the INSET model adopted and regardless of the balance achieved between the two models, the problem remains of making INSET

a source of motivation and of making it participant-oriented. The evaluations of INSET activities which have been undertaken in Sweden have mainly concerned resource-based INSET. Because this has mostly been conducted during study day time and has therefore been obligatory for the participants, this is the type of INSET on which the greatest interest has been focussed. The main question is whether and how a principally policy-oriented and generally obligatory form of INSET can be made to arouse the motivation and involvement of its participants.

9.5 Recurrent Teacher Training

An attempt to summarize the previous discussion of INSET and to evolve constructive suggestions can lead to the following.

INSET is necessary to teachers and other personnel groups active in school in order for them to be able continuously to improve their activities and to adjust their activities to new and changing outward circumstances.

INSET should occur in two different forms, both of which are needed by school officers, namely:

a) study and development activities co-ordinated with daily teaching and other activities through conferences, discussion groups and private study on the subject of the planning of instruction, the development of methods and evaluation;

b) brief periods (one, two, three months or more) occurred at regular intervals (every three, four, five years or more) and during which the teacher (or other officer) leaves his appointment for advanced studies of a vocationally self-improving nature.

Together, and co-ordinated with professional practice generally, these two components make up what can be termed "recurrent teacher training". Activities of type a) should also include what we have previously termed policy-based INSET. Studies of type b), on the other hand, should be of an essentially institutional character. The scope of the latter variety of activities will have to be decided according to the supply of teachers, the economic resources available and other external circumstances.

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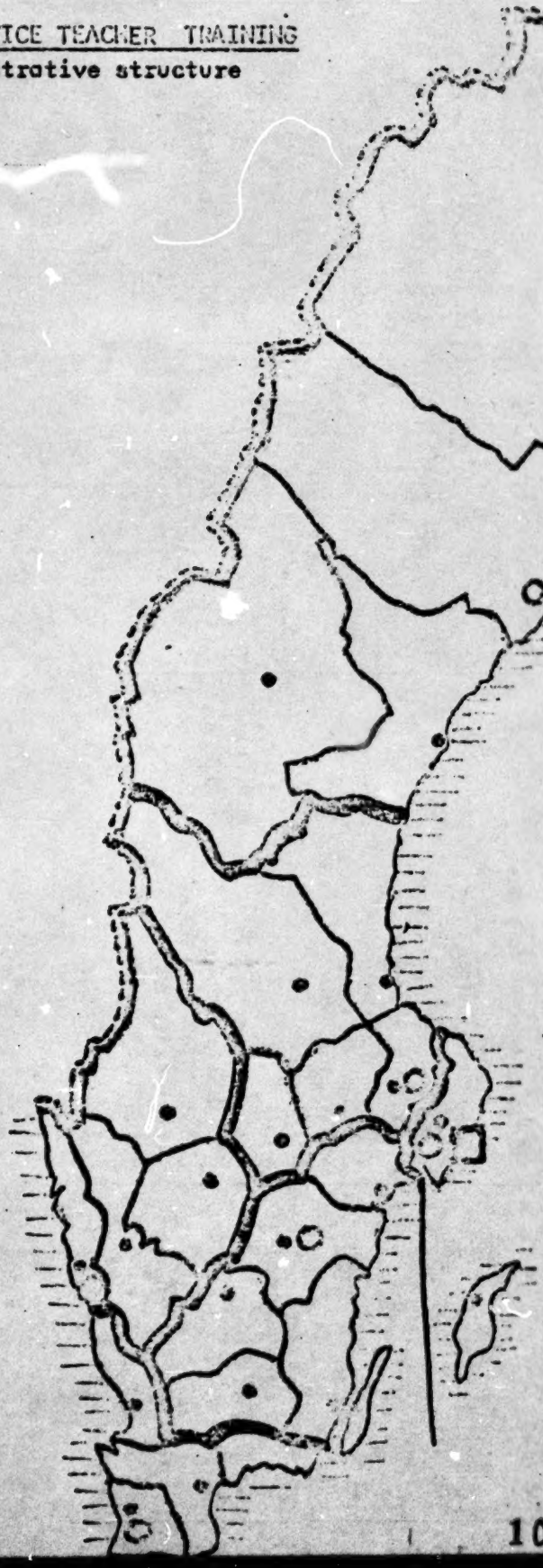
Appendix 1

IN-SERVICE TEACHER TRAINING
Administrative structure



□ NATIONAL CENTRE
National Board of Education, Stockholm

○ 6 REGIONAL CONTINUED TEACHER TRAINING CENTRES:
Stockholm, Gothenburg, Malmö, Linköping, Uppsala and Umeå

● 24 County School Boards

278 Local School Boards

Organization and Structure of In-service Teacher Training

Board or Institute	No.	Personnel Responsible	No.	Type of Activity for INSET	No. of teachers Concerned
Central	1	NBE's Bureau for In-service Teacher Training	17	Policy making Budget Planning and co-ordination	All teachers (eg 110.000) through local and regional boards
		NBE's School Consultants	80		
Region Continued Training Departments	6	Directors and Assistant Directors	12	Planning and co-ordination of courses	(As below)
		Language Assistants	14		
		Educational Technologists	6/2	Preparation of Study Material	
County Boards of Education	24	Director of INSET	24	1-2 study days per teacher and year	Secondary teachers (50.000)
		INSET Consultants for different subjects	250/2	Study circles	
				Courses	(See 3)
				Consultant work in schools	
Local Boards	278	Headmasters	3.100	3-5 study days per teacher and year, supervision, tutoring	All. (appr. 110.000 teachers)
		Head teachers	15.000		
		AV specialists, local consultants etc.	-		